DOCUMENT RESUME

ED 227 567 EA 015 489

AUTHOR Mayfield, Sandra
TITLE Teacher Supply and Demand in Oklahoma Public Schools, 1981-82.
INSTITUTION Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE Nov 82
NOTE 82p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Faculty Mobility; Graphs; *Intellectual Disciplines; Maps; Public Schools; Questionnaires; School Districts; State Surveys; Tables (Data); Teacher Certification; Teacher Education; Teacher Recruitment; Teacher Salaries; *Teacher Supply and Demand
IDENTIFIERS *Counties; *Oklahoma

ABSTRACT

A questionnaire survey of Oklahoma school districts sought to identify critical issues in teacher supply and demand in the state. Of all 617 school districts surveyed, 450 responded. Further data came from teacher education programs at 19 Oklahoma public and private colleges and universities. Data were collected on teacher vacancies, curriculum and administrative areas, full-time-equivalent positions, first-year and returning teachers, temporary and special certifications, degrees of teacher shortage or surplus, teaching program graduates, graduate placements, average teacher salaries, per capita revenues, average daily membership, and counties and regions of the state. Maps, tables, and graphs present the survey results, including counties with above-average vacancies, the relationship of vacancies to salary and revenue, and administrators' ratings of teacher supply by subject area. Among the conclusions are that school counselors, psychologists, and librarians and secondary school principals are in short supply; teachers are needed in elementary music, art, special education, reading, and speech; shortages exist in secondary math, science, language, industrial arts, music, reading, and special education; and no systematic approach to teacher recruitment seems to exist. Four appendixes provide the survey cover letter and questionnaire and further data. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED227567

Teacher Supply and Demand

IN OKLAHOMA PUBLIC SCHOOLS

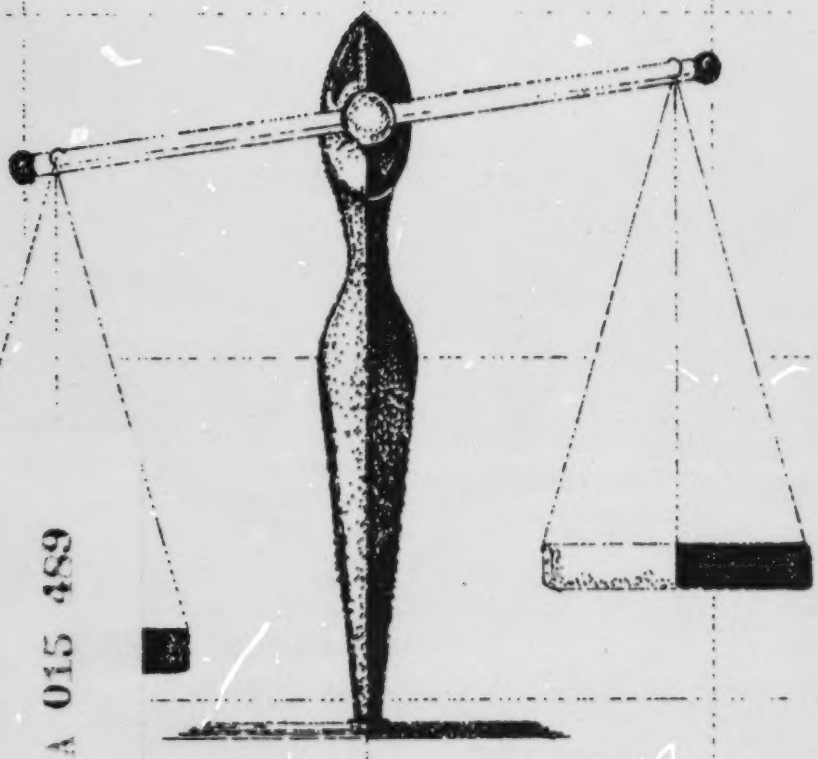
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Craddock

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



1981-82

EA 015 489

This publication is printed and issued by the Oklahoma State Department of Education as authorized by Leslie Fisher, State Superintendent of Public Instruction. 800 copies have been prepared and distributed at a cost of $1,407.90

Copyrighted by the Oklahoma State Department of Education, 1982. The contents of this publication cannot be reproduced in part or whole and sold.

Teacher Supply and Demand

IN OKLAHOMA PUBLIC SCHOOLS

1981-82

Oklahoma State Department of Education

LESLIE FISHER, State Superintendent
LLOYD GRAHAM, Deputy State Superintendent
TOM CAMPBELL, Associate Deputy State Superintendent
JOHN FOLKS, Associate Deputy State Superintendent
JACK STRAHORN, Associate Deputy State Superintendent

J.D. Giddens	Fred Jones	Murl Venard
Assistant Superintendent	*Assistant Superintendent*	*Assistant Superintendent*
INSTRUCTION	SCHOOL LUNCH	FINANCE

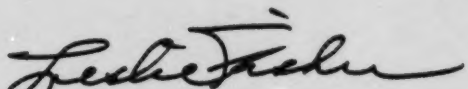
November, 1982

STATE BOARD OF EDUCATION

Leslie Fisher ..... President	R.E. Carleton ..... Purcell
Winona Wettengel .. Executive Secretary	Barbara Johnson .....Owasso
Seay Sanders..... Midwest City	C.B. Wright ..... Stroud
E.L. Collins.....Idabel	Harry Shackelford..... Laverne

FOREWORD

The teachers in the public schools of Oklahoma provide guidance for our children, who are our most valuable resource. Placing and keeping qualified teachers in our schools should be the first priority in education. This study of teacher supply and demand is a part of our continuing effort to ensure that the students of our state have the finest available opportunities for quality education.



Leslie Fisher
State Superintendent

ACKNOWLEDGEMENTS

This publication was prepared by:

Dr. Sandra Mayfield
Teacher Certification
State Department of Education

In cooperation with the

Superintendents of the Public Schools of Oklahoma

and

The Directors of Teacher Education of the colleges
and universities of Oklahoma

Gratitude for support goes to:

Dr. Leslie Fisher, State Superintendent
Dr. John Folks, Associate Deputy State Superintendent
Mr. Norman Dillard, Administrator, Teacher Certification

Special Thanks go to:

Pat Crist, Director of Data Center
Dana Floyd, Programmer/Analyst, Data Center

Special Appreciation goes to:

Murl Venard, Assistant Superintendent and Director of Finance
Nadine Mays, Supervisor of Teacher Personnel Records
Judy Leach, Administrator of Teacher Education/Staff Development
Marlene J. White, Coordinator, Teacher Certification Testing
Nita West, Informational Representative, Communications
Maxine Butler, Administrative Assistant, Teacher Certification
Jan Wilson, Coordinator, Teacher Certification

Technical assistance in the preparation of the report was shared by:

Tammy Harrison
Janet Felton
Vicki Rucker
Sheila Rodden
Christy Pappe
Lana Chambers

TABLE OF CONTENTS

	Page
TEACHER SUPPLY AND DEMAND IN OKLAHOMA PUBLIC SCHOOLS	1
Purpose of Study	1
Research Method	3
Regions of the State	4
TEACHER DEMAND	9
First-Year Teachers	9
Returning Teachers	9
First-Year Teachers With Temporary Certificates	10
First-Year Teachers With Minor Assignment Credentials	10
Temporary Certificates Issued 1981-82	13
Teacher Vacancies by County	13
Counties With Above-Average Vacancies	19
Vacancies by County in Relation to FTE Positions	25
Relation of Total Vacancies in Certain Counties to Average Salary and Per Capita Revenue	31
Subject Area Vacancies	35
Subject Area Vacancies in Relation to FTE	59
TEACHER SUPPLY	63
Teacher Education Graduates 1980-81	64
Ratings of Teacher Supply	65
Conclusions	66
APPENDIX A	79
APPENDIX B	81
APPENDIX C	85
APPENDIX D	87

TEACHER SUPPLY AND DEMAND IN OKLAHOMA PUBLIC SCHOOLS 1981-82

Teacher shortage--real or imagined? For several years, superintendents of the school districts in Oklahoma have indicated that there is a teacher shortage in the state. Finding available teachers for appropriate positions, they claim, has been a difficult task. To determine the nature and extent of the teacher shortage in Oklahoma, the State Department of Education conducted a survey of school superintendents for the 1981-82 school year. Interpretations of the responses of those superintendents constitute the body of this report. The responses, for the most part, take the form of statistical data; evaluation has been brief and, at best, indicative of further research. Some conclusions have been drawn which should be of value to superintendents, colleges and universities, the State Department of Education, teachers' organizations, and all persons involved in educational professions in Oklahoma.

Purpose of Study

The purpose of this study is to identify the critical issues of teacher supply and demand in Oklahoma:

1) The curriculum areas where teachers are in short supply and where they are in abundant supply;
2) The geographic areas of the state where teachers are not readily available;
3) The number of teacher education graduates from Oklahoma colleges and universities and their curriculum areas;

4) The placement of Oklahoma teacher education graduates;

5) The proportion of out-of-state teachers who fill available teaching positions in Oklahoma;

6) The manner in which teachers are recruited and placed in available positions; and

7) The turnover of teachers on a yearly basis.

The factors which affect teacher supply and demand are of varying significance. The discovery of actual teacher vacancies indicates a great deal about the number of teacherless positions there are in the state for a given year. The number of 0-year experience teachers indicates to some degree the number of teachers who may be leaving the profession in a given year. The number of teacher education graduates, which seems to be growing in Oklahoma, indicates the fields of interest; the discovery of the placement of those graduates indicates the complexity of determining exactly where they are and what kinds of employment they hold. The number of certificates issued in a given year indicates the curriculum areas most sought after; however, it is widely recognized that it is extremely difficult to know how many certified teachers are, in fact, employable.

Other factors which affect teacher supply and demand are even more difficult to assess with respect to the teaching profession--population shifts, economic booms and declines, the availability of jobs with higher salaries, the changing complexion of the work force, the demand in other professions for skills which teachers possess. It is also difficult to assess the varying needs of school districts;

smaller districts obviously have different needs than larger ones, rural areas different needs than urban areas.

Research Method

The basic method used in this study is interpretation of a survey conducted in April, 1982. Dr. Leslie Fisher requested the assistance of the superintendents of the state in determining the vacancies for the 1981-82 school year. (See Appendix A) Surveys were sent to all 617 school districts in the state. (NOTE: This number includes 198 dependent school districts.) Superintendents, or directors of personnel, were asked to submit the number of vacancies in each curriculum area; they were also asked to rate the teacher supply for those vacancies using a scale of 1 to 5, with the following values assigned to those categories: (1) Serious shortage, (2) Slight shortage, (3) Adequate supply, (4) Slight surplus, and (5) Considerable surplus. (See Appendix B) The curriculum areas on the survey conform to the curriculum areas for which teaching certificates are issued. Superintendents were also asked to indicate the manner in which vacancies were advertised or filled. In addition, they were asked which subject areas were filled with first-year teachers who are teaching on temporary certificates or by special provision of the State Board of Education.

Of the 617 school districts, 450 responded, with a 72% return rate. The superintendents responded quickly and conscientiously. Many of them wrote unsolicited verbal responses, indicating their

particular problems with the unavailability of teachers. Superintendents' responses form the bulk of this report, and the State Department of Education is grateful for their enthusiastic participation.

In addition to the questionnaires mailed to superintendents, requests were issued to the Directors of Teacher Education at the colleges and universities statewide. These professional educators were asked to enumerate their teacher education graduates by curriculum area and certification areas of approval; they were also asked to identify, where possible, the number of teacher education graduates who are actually placed in teaching positions throughout the state. Information gathered from the universities has been most helpful, and the State Department of Education is also grateful for their help.

The form of the report proceeds from a discussion of actual vacancies, as listed by superintendents of the state, to a discussion of the supply of teachers for those vacancies. Vacancies are discussed in three basic formats: (1) Statewide, (2) Regional, and (3) County. The emphasis in the report is on vacancies by County. The large number of school districts in Oklahoma prohibits a close comparison or contrast by district. It was felt that comparisons by county are the most significant, even though there are divergent school districts within counties. "Supply" is also discussed by state, regional, and county totals, but emphasis is placed on the statewide significance of teacher supply.

Regions of the State

For purposes of organizing data, the state was divided into four regions:

(A) Northeast - North of I-40 and east of I-35;

(B) Southeast - South of I-40 and east of I-35;

(C) Southwest - South of I-40 and west of I-35; and

(D) Northwest - North of I-40 and west of I-35.

Counties included in the Northeast region are Kay, Osage, Washington, Nowata, Craig, Ottawa, Delaware, Mayes, Rogers, Noble, Pawnee, Payne, Tulsa, Lincoln, Creek, Wagoner, Cherokee, Adair, Sequoyah, Muskogee, Okmulgee, Okfuskee. School districts in these counties total 227.

Counties included in the Southeast region are Cleveland, Hughes, Pottawatomie, Seminole, McIntosh, Haskell, Leflore, Latimer, Pittsburg, Pontotoc, Garvin, Murray, Coal, Carter, Johnston, Atoka, Pushmatah, McCurtain, Choctaw, Bryan, and Marshall. School districts in this region total 183.

Counties in the Southwest region are Beckham, Washita, Caddo, Grady, McClain, Carter, Jefferson, Stephens, Cotton, Tillman, Jackson, Harmon, Greer, Kiowa, and Comanche. Total school districts are 113.

Counties in the Northwest region include Harper, Woods, Alfalfa, Grant, Garfield, Logan, Canadian, Blaine, Custer, Roger Mills, Ellis, Woodward, Major, Dewey, and Oklahoma. Total school districts are 94.

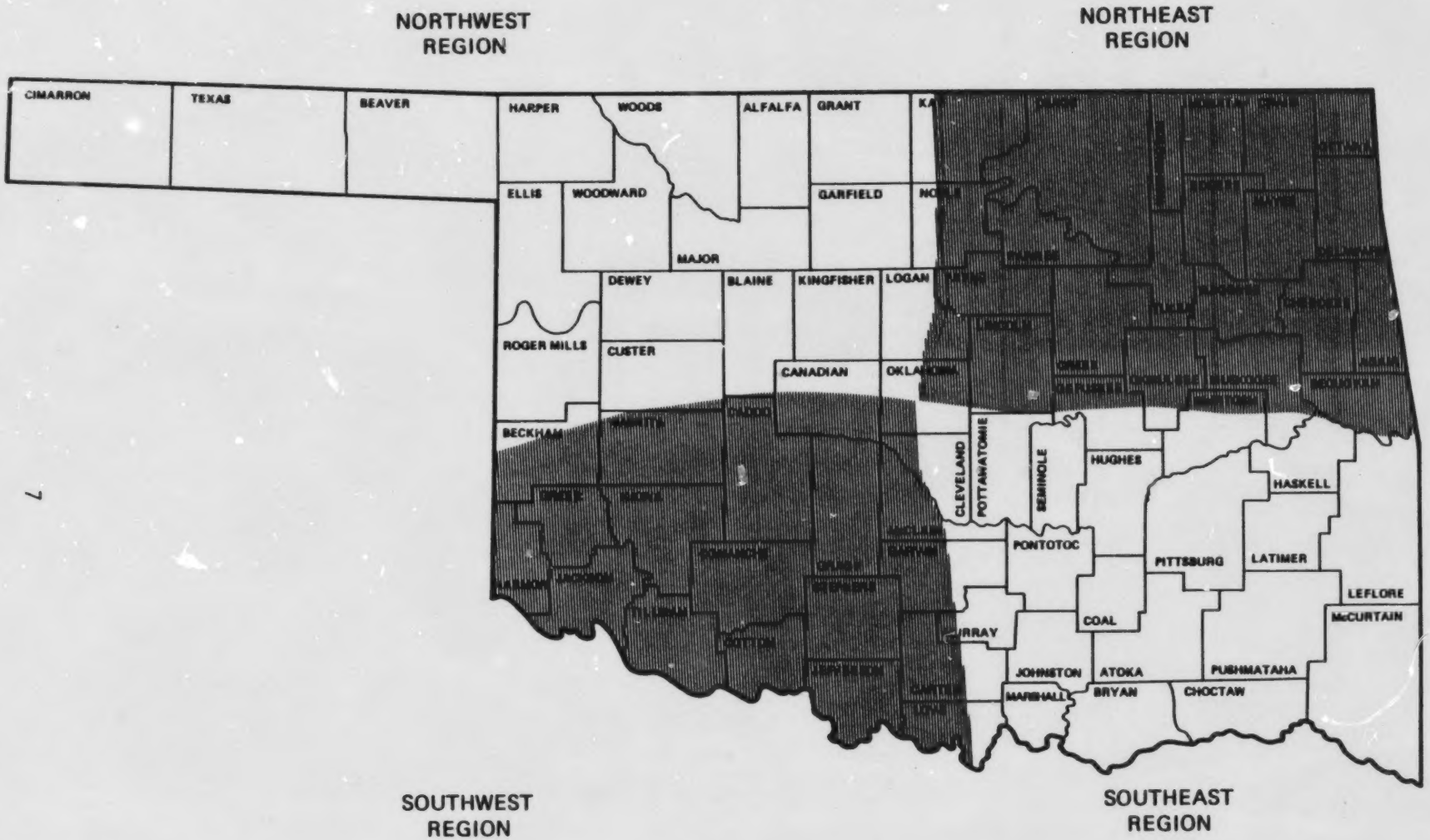

NORTHWEST REGION
NORTHEAST REGION
SOUTHWEST REGION
SOUTHEAST REGION
CIMARRON
TEXAS
BEAVER
HARPER
WOODS
ALFALFA
GRANT
ELLIS
WOODWARD
GARFIELD
MAJOR
DEWEY
BLAINE
KINGFISHER
LOGAN
ROGER MILLS
CUSTER
CANADIAN
BECKHAM
CLEVELAND
POTTAWATOMIE
SEMINOLE
HUGHES
HASKELL
PONTOTOC
PITTSBURG
LATIMER
LEFLORE
COAL
McCURTAIN
JOHNSTON
ATOKA
PUSHMATAHA
MARSHALL
BRYAN
CHOCTAW

FIGURE 1

TEACHER DEMAND

Teacher "demand" generally refers to the number of teachers employed by a school district who were not employed by that particular district the previous year. In an attempt to determine teacher demand in Oklahoma, the "Teacher Supply and Demand Survey" requested information about total vacancies in each school district for the 1981-82 school year. The specific time period for which vacancies were to be noted was July 1, 1981 to March 1, 1982. "Vacancies" may include terminations, resignations, elimination or addition of positions, or transfers from one position to another. Teacher demand also includes 0-year teachers, returning teachers, first-year teachers teaching on Temporary Certificates and first-year teachers teaching on minor assignment credentials.

First-Year Teachers

A significant aspect of teacher demand is the number of 0-year experience teachers, or first-year teachers. There were 3,665 teachers in the state during 1981-82 who had 0-year experience in this state. Of that number, 902 (25%) were from out of state. Of the 902 out-of-state teachers, 759 had greater than one year's experience out of state; 143 had only one year experience out of state. Included in the 3,665 0-year experience teachers were 2,763 teachers who had no prior teaching experience at all.

Returning Teachers

Superintendents were requested to list the number of teachers who returned to their districts to teach after a leave of absence. Response

was not high on this particular item; there were 166 teachers who returned to districts after having left them. This would indicate that the number of teachers returning to the state is not a significant number.

First-Year Teachers With Temporary Certificates

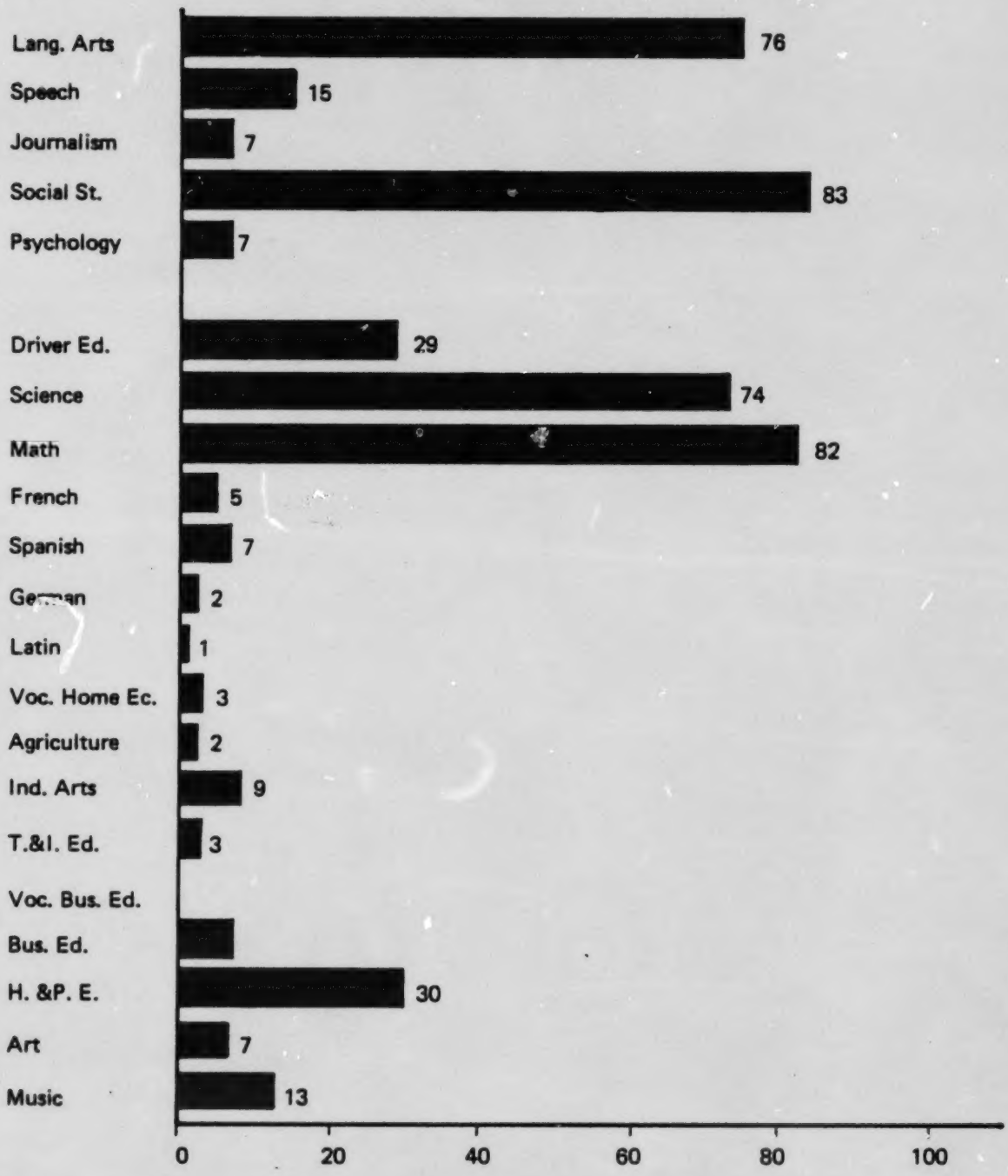
Superintendents were also asked to list the number of first-year teachers who were teaching on a Temporary certificate or by special provision of the State Board of Education. Of the 3,665 first-year teachers, 624 were in this category. The 624 total included 224 in the Northeast Region, 142 in the Southeast Region, 94 in the Southwest Region, and 164 in the Northwest Region.

First-Year Teachers With Minor Assignment Credentials

Of the 3,665 first-year teachers, 564 were teaching in a minor assignment credential area. Oklahoma certification regulations provide for minor assignment credentials to be placed on teaching certificates of secondary teachers and certain K-12 teachers (such as Music, Art, Health and Physical Education) provided that the holder of the certificate has completed the requisite number of hours in the subject category. In the case of persons who graduated after February, 1982, curriculum exams must also be passed in the subject area. Figure 2 indicates the subject areas of minor assignment credentials for first-year teachers. This fairly high percentage of first-year teachers on minor assignment credentials (15%) would indicate that many first-year teachers were not hired to teach one subject area on a full-time basis.

FIGURE 2

MINOR ASSIGNMENT CREDENTIAL AREAS FOR FIRST-YEAR TEACHERS



As noted in Figure 2, the content areas for which most of the minor assignment credentials were made were Language Arts, Social Studies, Science, Mathematics, and Health and Physical Education. Also noteworthy were Speech, Driver Education, Industrial Arts, Art and Music.

Temporary Certificates Issued 1981-82

The total number of Temporary Certificates issued in this time frame was 1,264. The subject areas of those certificates are indicated in Figure 3. It can be readily seen that in the areas for which minor assignment credentials are made, there appears to be a high positive correlation between the numbers of Temporary Certificates issued in certain subject areas and the numbers of certificates of first-year teachers who are teaching subject areas on minor assignment credentials. First-year teachers, it appears, are often assigned in the minor assignment areas of Language Arts, Social Studies, Mathematics, Science, and Health and Physical Education.

Teacher Vacancies by County

The total vacancies are listed by county in Figure 4. It should be noted that school population, or ADM (Average Daily Membership), and the number of school districts per county should be taken into account when considering the total number of vacancies per county. For example, in the county with the largest number of total vacancies, Oklahoma County, the ADM is 96,681. In this county, there are 13 school districts with only two of those districts having a population of

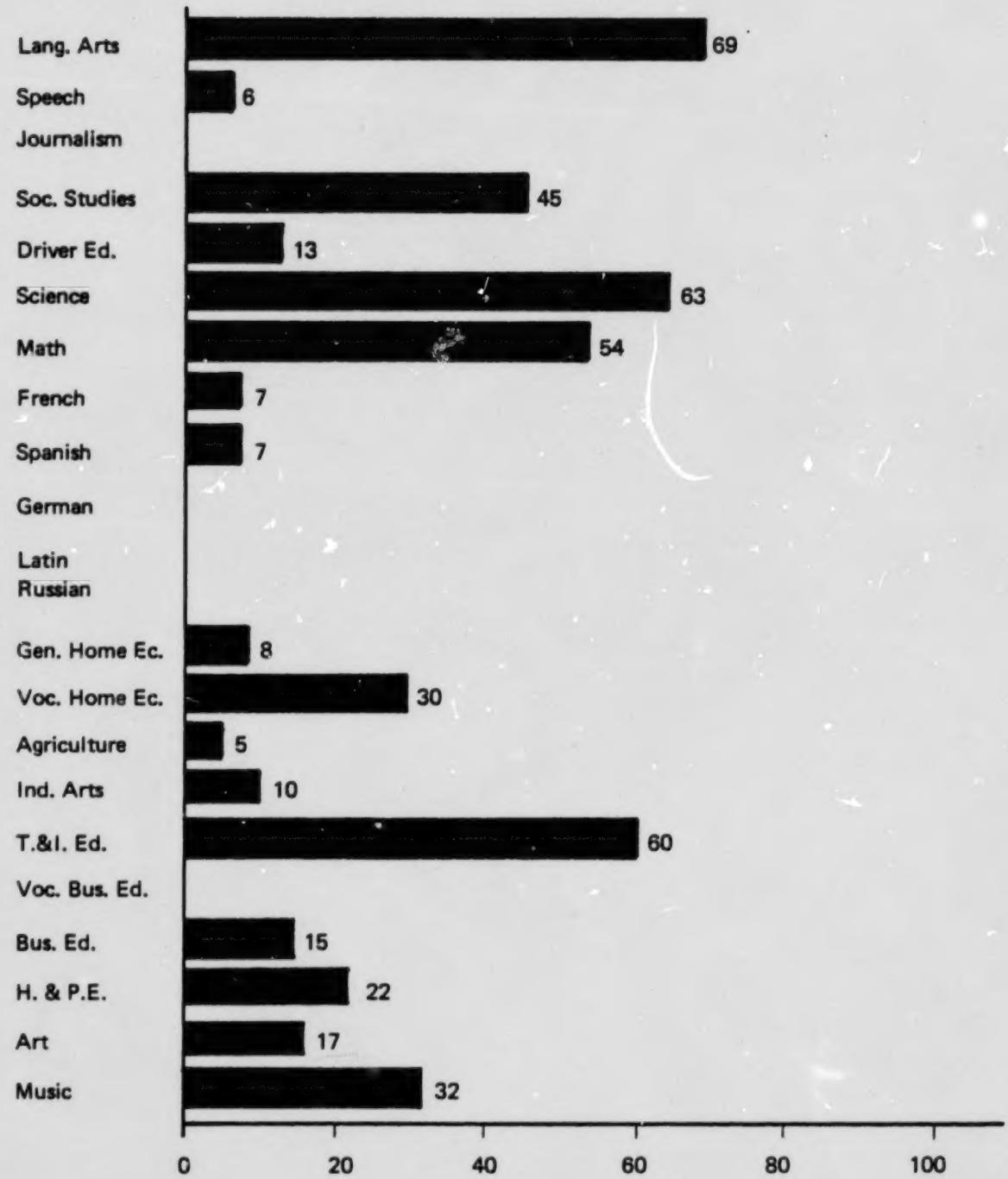
FIGURE 3

TEMPORARY CERTIFICATES ISSUED
1981-82

Type Of Certificate	Number
Librarian	22
School Nurse	19
Elementary Education	205
Health & PE	22
Art	17
Music	32
Language Arts	69
Social Studies	45
Science	63
Math	54
Foreign Language	14
Home Economics	8
Agriculture	5
Industrial Arts	10
Business Education	15
Speech	6
Early Childhood Education	13
Driver & Safety Education	13
All Vocational (T&I, Agriculture, Home Economics, D.E., etc.)	320
Reading Specialist	43
Speech Pathology	17
Special Education	250

FIGURE 3-A

TEMPORARY CERTIFICATES ISSUED 1981-82 *



* This chart does not include Temporary certificates issued in Elementary Education and Special Education.

FIGURE 4

VACANCIES BY COUNTY

County	Vacancies	County	Vacancies
Adair	8	LeFlore	56
Alfalfa	12	Lincoln	64
Atoka	17	Logan	36
Beaver	12	Love	9
Beckham	36	Major	15
Blaine	20	Marshall	–
Bryan	10	Mayes	15
Caddo	46	McClain	26
Canadian	58	McCurtain	52
Carter	52	McIntosh	4
Cherokee	23	Murray	2
Choctaw	11	Muskogee	77
Cimarron	11	Noble	19
Cleveland	120	Nowata	18
Coal	3	Okfuskee	10
Comanche	152	Oklahoma	711
Cotton	12	Okmulgee	36
Craig	14	Osage	65
Creek	114	Ottawa	18
Custer	57	Pawnee	11
Delaware	21	Payne	71
Dewey	12	Pittsburg	61
Ellis	9	Pontotoc	8
Garfield	112	Pottawatomie	49
Garvin	28	Pushmataha	10
Grady	48	Roger Mills	13
Grant	15	Rogers	59
Greer	3	Seminole	62
Harmon	6	Sequoyah	23
Harper	11	Stephens	13
Haskell	2	Texas	20
Hughes	21	Tillman	7
Jackson	42	Tulsa	459
Jefferson	13	Wagoner	25
Johnston	8	Washington	26
Kay	75	Washita	31
Kingfisher	23	Woods	28
Kiowa	19	Woodward	7
Latimer	3		
		Total	3,475

below 400. Two of the districts in Oklahoma County contain more than 15,000 students per district. In Tulsa County, the county with the second largest number of teacher vacancies, the ADM is 88,315. In this county, there are 16 school districts with only three having a population of less than 400. One school district in Tulsa County contains more than 40,000 students and one contains more than 10,000 students. Most of the schools in this county contain from 2,000 to 5,000 students. Oklahoma County and Tulsa County are exceptional in that the very sizes of the school districts are not comparable with any of the other counties in Oklahoma. When discussing total vacancies by county, that fact should be kept in mind.

Counties With Above-Average Vacancies

The counties in which teacher vacancies were significantly above average are indicated in Figure 5. These counties were considered to be notable for further study because of total numbers of vacancies, because of recurrent subject area vacancies in each of them, and because of the high percentage of 0-year teachers which they have. Figure 6 indicates these counties on a map of the state of Oklahoma.

Counties with above-average total teacher vacancies and below-average total school population, together with a large number of small school districts, should be scrutinized carefully as critical areas of teacher shortage. For example, Custer County has an ADM of 4,451; there are six school districts, and three of those districts have a population of less than 400. The remaining three districts are less than 3,000 in population. Seminole County has an ADM of 5,689. It

FIGURE 5

COUNTIES WITH ABOVE-AVERAGE TEACHER VACANCIES

County	Vacancies
Caddo	46
Canadian	58
Carter	52
Cleveland	120
Comanche	152
Creek	114
Custer	57
Garfield	112
Grady	48
Kay	75
LeFlore	56
Lincoln	64
McCurtain	52
Muskogee	77
Oklahoma	711
Osage	65
Payne	71
Pittsburg	61
Pottawatomie	49
Rogers	59
Seminole	62
Tulsa	459

TOTAL TEACHER VACANCIES BY COUNTY

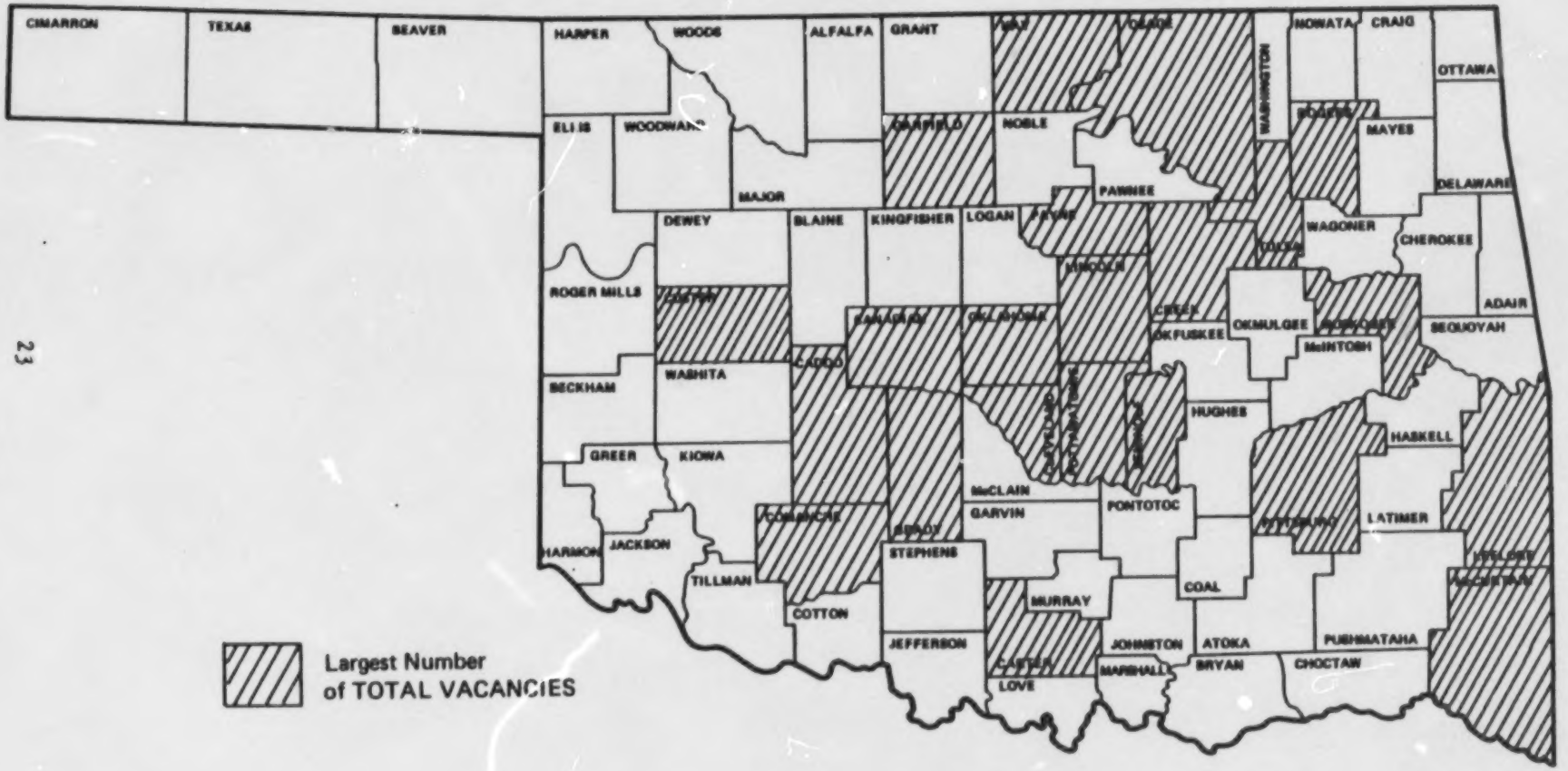


FIGURE 6

has 13 school districts, with 8 districts containing less than 400 students per district. The remaining five districts contain less than 3,000 students per district. Lincoln County has an ADM of 5,011. Of its ten school districts, 50% contain less than 400 students per district. The other five districts contain from 500 to 1,000 students per district. Osage County has an ADM of 4,837. Of its 15 districts, 10 contain a population of less than 400. The remaining districts have an ADM of from 488 to 1118.

Creek County has a slightly higher ADM of 12,338. However, it contains 16 school districts, with almost 50% (7) of these below 400 ADM. The remaining districts average from 737 students to 1,569. Garfield County also has a slightly higher than average ADM of 11,171. But of its nine school districts, four have an ADM of less than 400. The remaining districts contain from 426 to 7,408 ADM.

Vacancies by County in Relation to FTE Positions

Another way of looking at total teacher vacancies by county is to examine the relationship of total teacher vacancies to total FTE (Full-time equivalency) positions per county. Figure 7 contains a chart of Oklahoma counties viewed from this perspective. If a county's vacancies total from 0-4% of its total FTE positions, the vacancies may be considered negligible. If the vacancies total from 5-9% of the FTE, the vacancies should be noted but are probably not critical. If the vacancies total from 10-14% of the total FTE, they should be noted and studied more carefully. If they total 15% or more, they should be considered areas of critical shortage. Figure 8 is a map of the state with counties marked in these categories.

FIGURE 7

TOTAL VACANCIES
BY CCUNTY IN RELATION TO FTE

0 - 4%			5 - 9%			10 - 14%			15% - above		
County	Vacancies	Per cent of FTE	County	Vacancies	Per cent of FTE	County	Vacancies	Per cent of FTE	County	Vacancies	Per cent of FTE
Adair	8	2%	Alfalfa	12	8%	Beckham	36	12%	Custer	57	17%
Bryan	10	2%	Atoka	17	9%	Cimarron	11	12%	Lincoln	64	19%
Choctaw	23	4%	Beaver	12	8%	Cotton	12	12%	Osage	65	16%
Coal	3	3%	Blaine	20	8%	Creek	114	14%	Washita	31	16%
Greer	3	3%	Caddo	46	8%	Garfield	112	13%	Woods	28	15%
Haskell	2	1%	Canadian	58	6%	Grant	15	13%			
Latimer	3	2%	Carter	52	8%	Harper	11	13%			
Murray	2	2%	Cherokee	23	5%	Hughes	21	10%			
Ottawa	18	4%	Cleveland	120	6%	Jefferson	13	11%			
Pontotoc	8	1%	Comanche	152	6%	Kay	76	13%			
Sequoyah	23	4%	Craig	14	6%	Logan	36	13%			
Stephens	13	2%	Delaware	21	5%	Mayes	15	11%			
Tillman	7	3%	Dewey	12	9%	Noble	77	10%			
Washington	26	4%	Ellis	9	9%	Nowata	18	11%			
Woodward	7	2%	Garvin	28	6%	Oklahoma	711	11%			
McIntosh	4	2%	Grady	48	8%	Payne	71	12%			
			Harmon	6	7%	Pittsburg	61	10%			
			Jackson	42	9%	Roger Mills	13	12%			
			Johnston	8	5%	Seminole	62	14%			
			Kingfisher	23	8%						
			Kiowa	19	9%						
			LeFlore	56	9%						
			Love	9	8%						
			Major	15	9%						
			McClain	26	7%						
			McCurtain	52	9%						
			Muskogee	77	8%						
			Okfuskee	10	5%						
			Okmulgee	36	7%						
			Pawnee	11	5%						
			Pottawatomie	49	6%						
			Pushmataha	10	5%						
			Rogers	59	8%						
			Texas	20	6%						
			Tulsa	459	8%						
			Wagoner	25	6%						

27

TOTAL TEACHER VACANCIES IN RELATION TO FTE

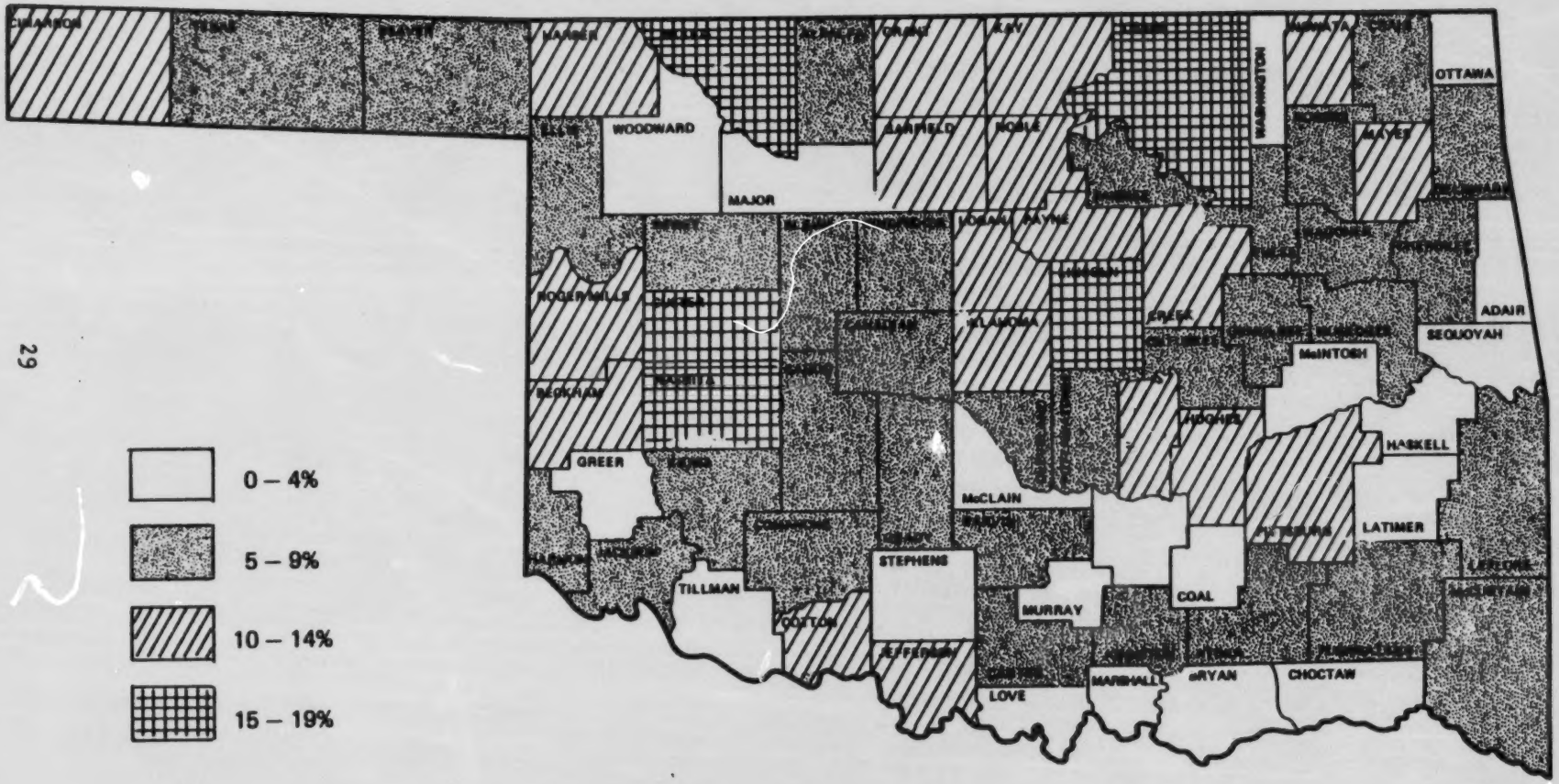


FIGURE 8

Counties in which the vacancies total from 10-14% of the FTE are as follows: Beckham, Cimarron, Cotton, Creek, Garfield, Grant, Harper, Hughes, Jefferson, Kay, Logan, Mayes, Noble, Nowata, Oklahoma, Payne, Pittsburg, Roger Mills, and Seminole. Counties in which the vacancies total more than 15% of the FTE are Custer, Lincoln, Osage, Washita, and Woods.

Relation of Total Vacancies in Certain Counties to Average Salary and Per Capita Revenue

In the counties with the greatest number of total vacancies, certain observations are relevant concerning the average teacher's salary and the average per capita revenue per district (see Figure 9). The following counties are below the average state teacher's salary of $17,852.00: Caddo, Canadian, Carter, Cleveland, Creek, Custer, Garfield, Grady, Leflore, McCurtain, Osage, Payne, Pittsburg, Pottawatomie, Rogers, and Seminole. The remaining counties are above state average: Comanche, Kay, Muskogee, Oklahoma, and Tulsa. (Average teacher's salary by county is a mean, determined by dividing total salaries by county by total FTE positions in the county. This figure is gross salary, plus fringe benefits.)

The per capita revenue in the following counties is below the state average per capita revenue of $1,862.00: Canadian, Cleveland, Comanche, Creek, Kay, Leflore, Lincoln, Muskogee, Oklahoma, Pittsburg, Pottawatomie, Rogers, and Tulsa. The per capita revenue is above the state average in the following counties: Caddo, Carter, Custer, Garfield, Grady, Lincoln, McCurtain, Osage, and Seminole.

FIGURE 9

RELATION OF TOTAL VACANCIES TO
AVERAGE SALARY AND PER CAPITA REVENUE

COUNTY	VACANCIES	AVERAGE SALARY	PER CAPITA REVENUE
CADDO	46	16,923.32	2,172.79
CANADIAN	58	17,724.88	1,760.90
CARTER	52	17,546.18	1,999.76
CLEVELAND	120	17,421.17	1,652.42
COMANCHE	152	18,029.17	1,791.91
CREEK	114	17,451.29	1,668.71
CUSTER	57	17,525.83	1,952.15
GARFIELD	112	17,449.36	1,875.63
GRADY	48	16,637.28	1,920.22
KAY	75	18,790.34	1,720.00
LEFLORE	56	16,934.26	1,726.75
LINCOLN	64	16,261.45	1,669.98
MCCURTAIN	52	16,736.45	1,987.47
MUSKOGEE	77	18,681.10	1,805.28
OKLAHOMA	711	18,150.08	1,704.10
OSAGE	65	16,959.36	2,218.13
PAYNE	71	17,543.73	1,874.04
PITTSBURG	61	17,075.72	1,780.86
POTTAWATOMIE	49	17,712.65	1,772.89
ROGERS	59	17,188.45	1,839.59
SEMINOLE	62	17,225.91	2,083.40
TULSA	459	20,245.88	1,821.11
STATE AVERAGE		17,852.00	1,862.00

Subject Area Vacancies

Subject area vacancies are enumerated in Figures 10, 11, and 12. In the statewide totals for Administrative vacancies, School Counselor is the certification area in which the most vacancies occurred, with a total of 104. Secondary Principal is the certification area with the next largest number of vacancies, with 88. Elementary Principal is the next highest, with 66 vacancies. The Librarian certification area shows a statewide total of 56 vacancies.

The Regional totals follow this pattern closely, with a few exceptions. In the Southeast Region, there were as many vacancies for Secondary Principal as for School Counselor. In the Southwest Region, there were more vacancies for Secondary Principal than for School Counselor. In the Northwest, the vacancies for School Counselor were the highest number of vacancies; but the vacancies for Elementary Principal exceeded those for Secondary Principal.

In Elementary Education subject areas, the largest number of vacancies are those specifically in Elementary Education itself. The second largest total statewide is in the area of Learning Disabilities. (NOTE: Special Education is considered in the two broad categories of Elementary Education and Secondary Education. The Special Education certificates are K-12, but it was thought necessary to determine where the greatest areas of need are, based upon grade level.) The next highest total is in the area of Music, with 89 vacancies, and Special Education for the Mentally Handicapped follows closely, with 88 vacancies. Health and Physical Education has the

next largest number of vacancies, with 60; the next highest areas of vacancies are Reading Specialist (57) and Speech Pathologist (53).

The Northeast and Northwest Regions contained the largest number of vacancies in Elementary Education itself. The Northwest contained the most vacancies in Nursery and Kindergarten. The largest number of vacancies in Health and Physical Education for the Elementary level are in the Northeast, as are the largest number of vacancies in Art and Music. Vacancies in Art and Music are minimal in the Southeast and Southwest.

Vacancies for Reading Specialist are more numerous in the Northeast and Southeast; in the Southwest and Northwest Regions, they are minimal. The Northwest experiences the greatest number of vacancies in Mentally Handicapped certification area, as they do in the area of the Physically Handicapped. The Northeast indicates greater vacancies in Learning Disabilities; the Southwest indicates the fewest number of vacancies in this area.

For the Emotionally Disturbed certification area, the Northeast indicates the most vacancies, whereas the Southeast indicates the fewest. For Speech Pathology, the Northeast shows the greatest number of vacancies, but the Southwest shows the fewest.

Secondary Education vacancies may be seen in Figure 12. Statewide totals indicate that the subject areas for which there are the most actual vacancies are: Mathematics, with 187 vacancies; Language Arts, with 186 vacancies; Social Studies, with 163 vacancies; and Science, with 162 vacancies. Also notable are Industrial Arts, with 46

vacancies; Home Economics, with 48 vacancies; Driver Education, with 44 vacancies; and Agriculture, with 38 vacancies.

The Northeast and Northwest Regions contain the greatest number of vacancies in Language Arts. These two regions also contain the greatest number of vacancies in Social Studies, Science, and Mathematics. The Southeast and Southwest appear to have the most vacancies in Home Economics and Agriculture.

Other high-vacancy curriculum areas on the Secondary Level are Health and Physical Education, with 108 vacancies; Music, with 82 vacancies; Learning Disabilities, with 59 vacancies; and Mentally Handicapped, with 44 vacancies.

The Northeast and Southeast appear to contain the greatest number of vacancies in Health and Physical Education. The Northeast and Northwest contain the greatest number of vacancies in Music and Art. The Northeast and Southeast contain the greatest number in Learning Disabilities; but for the Mentally Handicapped, the Northeast and Northwest share the most total vacancies.

Figure 13 indicates the counties in which the most vacancies in Elementary Education occur. They are Canadian, Cleveland, Coal Creek, Comanche, Custer, Garfield, Grady, Jackson, Kay, Leflore, Lincoln, Muskogee, Oklahoma, Osage, Payne, Rogers, Seminole, and Tulsa. Figure 14 indicates the counties with the most vacancies in Special Education on both the Elementary and Secondary levels. Those counties are Canadian, Carter, Cleveland, Comanche, Garfield, Grady, Leflore, Lincoln, McCurtain, Oklahoma, Pittsburg, Rogers, Tulsa Creek, and Woods.

FIGURE 10

ADMINISTRATIVE VACANCIES

	Statewide	Northeast	Southeast	Southwest	Northwest
(1) Elementary Principal	66	24	11	12	19
(2) Secondary Principal	88	35	21	15	17
(3) Superintendent	34	13	10	4	7
(4) School Counselor	104	41	21	11	31
(5) Visiting Counselor	8	4	2	0	8
(6) Librarian	56	21	12	10	13
(7) Psychologist	5	2	1	2	0
(8) Psychometrist	13	4	4	0	5
(9) School Nurse	15	8	1	1	5
(10) A-V Specialist	4	2	1	1	0
Totals:	393	154	84	58	105

FIGURE 11

ELEMENTARY EDUCATION VACANCIES

	Statewide	Northeast	Southeast	Southwest	Northwest
(11) Elementary Education	1057	447	141	134	335
(12) Nursery & Kindergarten	51	18	6	4	23
(13) Health & P.E.	60	22	14	11	13
(14) Art	26	13	3	2	8
(15) Music	89	42	14	15	18
(16) Reading Specialist	57	26	13	9	9
(17) Mentally Handicapped	88	28	18	6	36
(18) Physically Handicapped	17	5	3	3	6
(19) Visually Impaired	3	1	1	0	1
(20) Deaf Education	11	7	2	1	1
(21) Learning Disabilities	126	61	24	15	26
(22) Emotionally Disturbed	28	14	4	5	5
(23) Speech Pathology	53	25	10	8	10
Totals:	1666	709	253	213	491

FIGURE 12

SECONDARY EDUCATION VACANCIES

	Statewide	Northeast	Southeast	Southwest	Northwest
(24) Language Arts	186	68	30	43	45
(25) Speech & Drama	30	13	2	4	11
(26) Journalism	11	1	3	2	4
(27) Social Studies	163	65	18	31	48
(28) Psychology	6	4	0	1	0
(29) Driver & Safety Ed.	44	12	12	9	11
(30) Science	162	67	27	25	40
(31) Math	187	62	34	29	59
(32) French	9	6	1	1	3
(33) Spanish	20	9	3	4	3
(34) German	3	0	0	0	3
(35) Latin	1	1	0	0	1
(36) Russian	1	0	0	0	1
(37) Gen. Home Economics	17	4	5	2	11
(38) Voc. Home Economics	31	9	10	8	5
(39) Agriculture	38	9	4	14	10
(40) Industrial Arts	46	19	7	5	13
(41) T & I Education	15	1	4	1	6
(42) Distributive Education	11	7	1	1	2
(43) Health Occupations Ed.	1	0	1	0	0
(44) Voc. Bus. & Office Ed.	4	0	1	0	3
(45) Business Education	39	16	7	6	10
(46) Health & P.E.	108	35	26	24	23
(47) Art	36	11	7	7	15
(48) Music	82	28	16	16	22
(49) Reading Specialist	30	9	9	5	8
(50) Mentally Handicapped	44	20	5	4	16
(51) Physically Handicapped	5	0	0	2	3
(52) Visually Impaired	1	0	1	0	0
(53) Deaf Education	5	4	0	1	1
(54) Learning Disabilities	59	32	10	7	8
(55) Emotionally Disturbed	10	3	2	3	2
(56) Speech Pathology	11	6	1	2	1
TOTALS:	1,416	521	247	257	386

ELEMENTARY EDUCATION

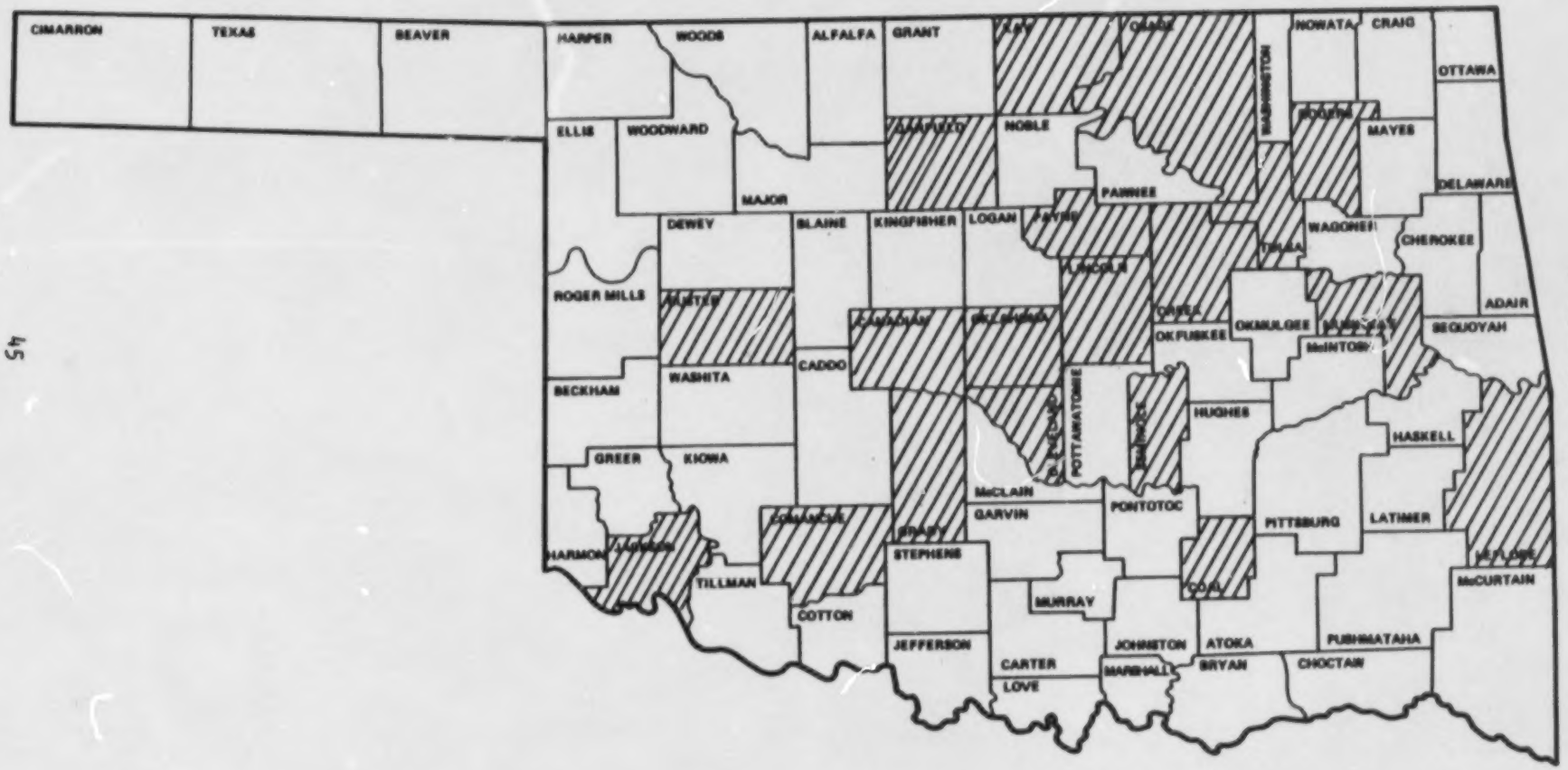


FIGURE 13

SPECIAL EDUCATION
(MENTALLY HANDICAPPED AND LEARNING DISABLED)

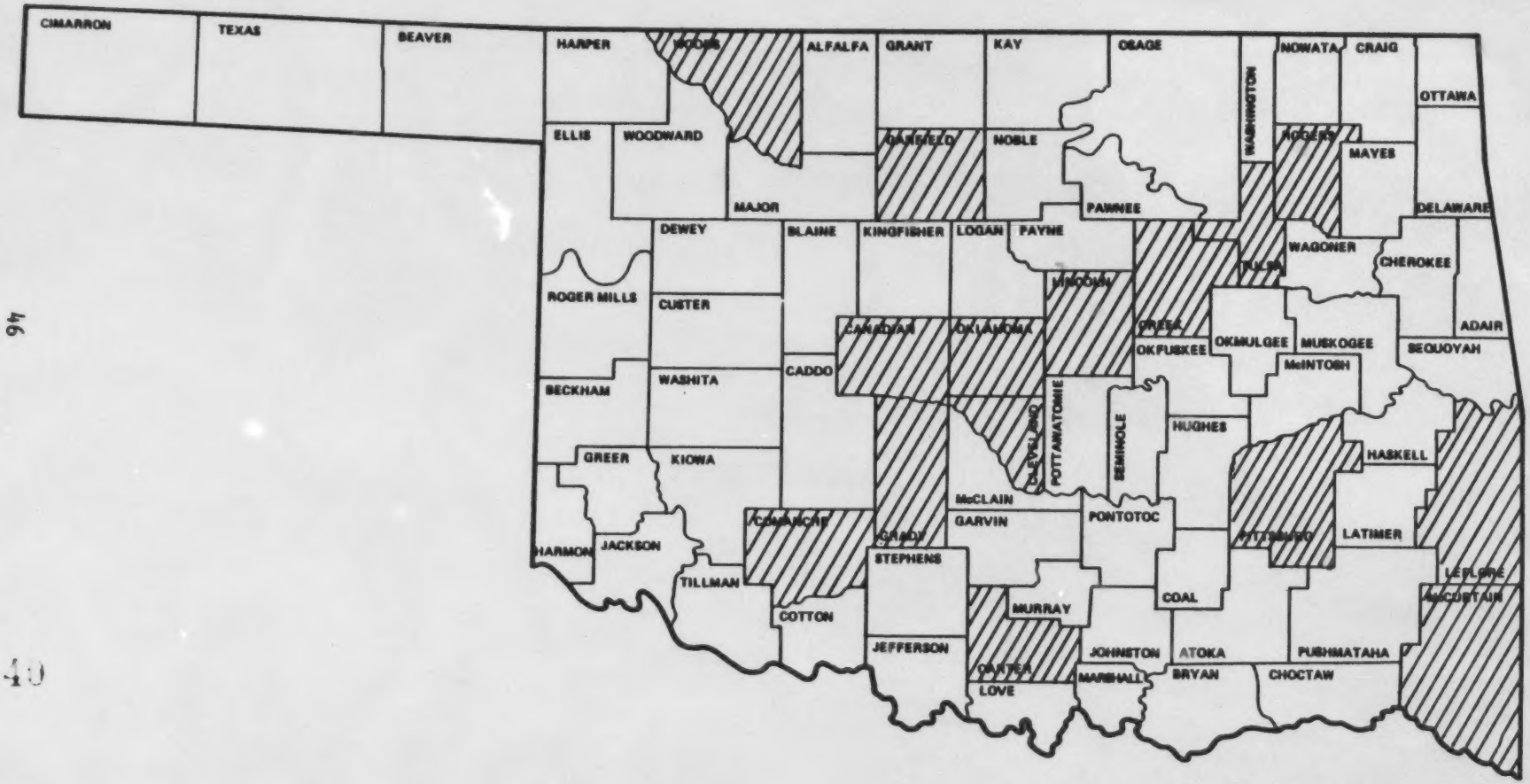


FIGURE 14

The counties for which there are significant vacancies in the area of Reading Specialist, on both the Elementary and Secondary levels, are noted in Figure 15. Those counties are Beckham, Comanche, Kay, Muskogee, Nowata, Oklahoma, Payne, Pittsburg, Pottawatomie, Seminole, Tulsa, and Woods.

In the areas of Language Arts, Speech, and Journalism, the counties with the most vacancies are Caddo, Comanche, Creek, Custer, Garfield, Jackson, Oklahoma, and Tulsa. (See Figure 16) In Social Studies, the most vacancies occur in Cleveland, Garfield, Oklahoma, and Tulsa counties (see Figure 17).

Figure 18 depicts the counties with the most vacancies in Mathematics: Cleveland, Comanche, Garfield, Logan, Muskogee, Oklahoma, and Tulsa. Figure 19 depicts the counties with the most vacancies in Science: Cleveland, Creek, Lincoln, Muskogee, Oklahoma, Payne, and Tulsa.

Figure 20 depicts the counties with the most vacancies in Foreign Language (French, Spanish, German, Latin, and Russian): Alfalfa, Caddo, Cimarron, Creek, Custer, Kay, Lincoln, Muskogee, Oklahoma, Osage, Pittsburg, and Tulsa.

Industrial Arts vacancies are depicted in Figure 21: Cleveland, Comanche, Garfield, Leflore, Oklahoma, and Tulsa. Counties with the most vacancies in Agriculture are seen in Figure 22: Beckham, Creek, Comanche, Harper, Jackson, Kiowa, Grant, and Woods. Figure 23 depicts the counties with the most vacancies in Driver Education: Caddo, Cleveland, Cherokee, Oklahoma, Pittsburg, Washington, and Washita.

READING SPECIALIST

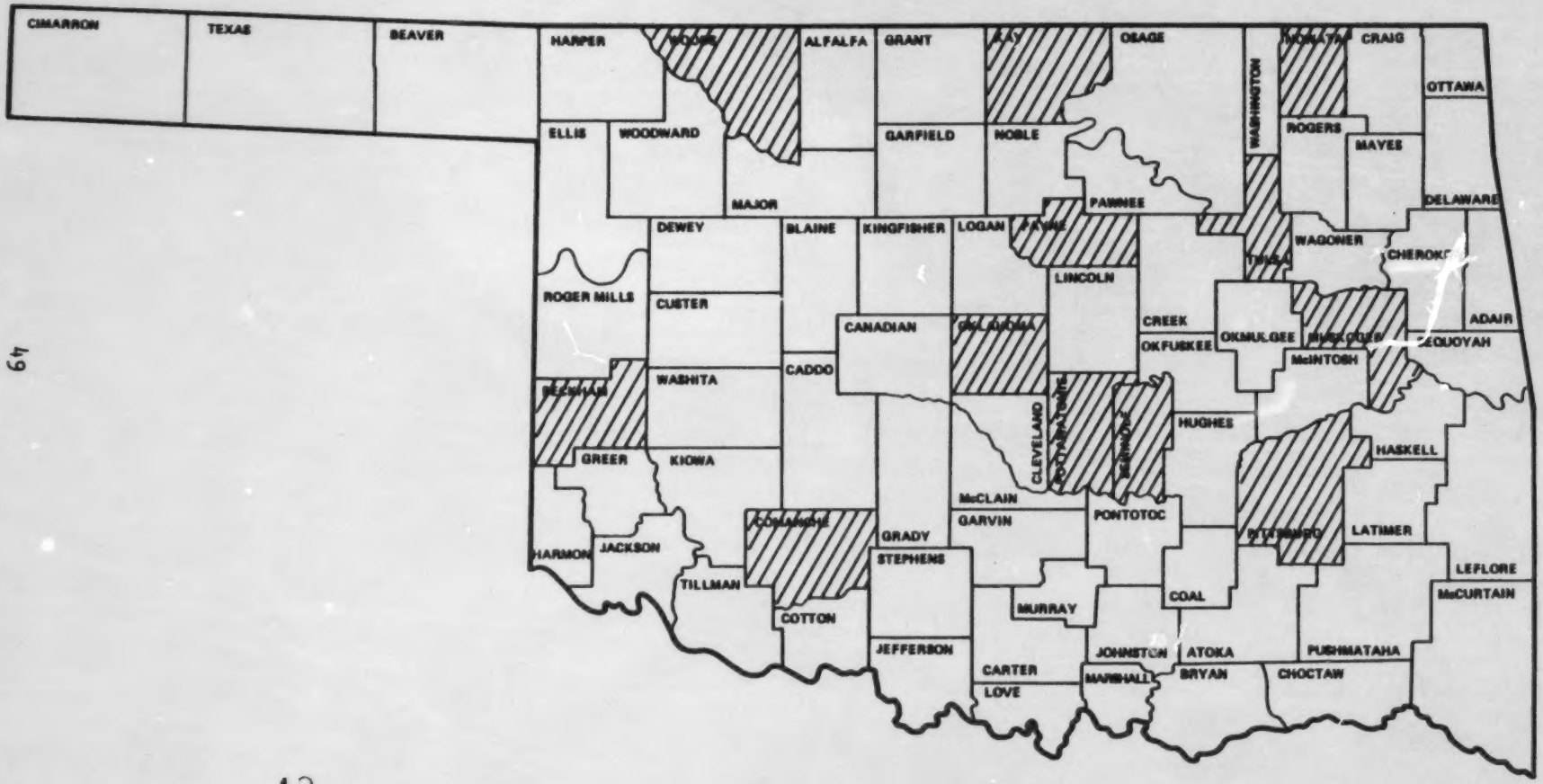


FIGURE 15

13

11

LANGUAGE ARTS, SPEECH, AND JOURNALISM

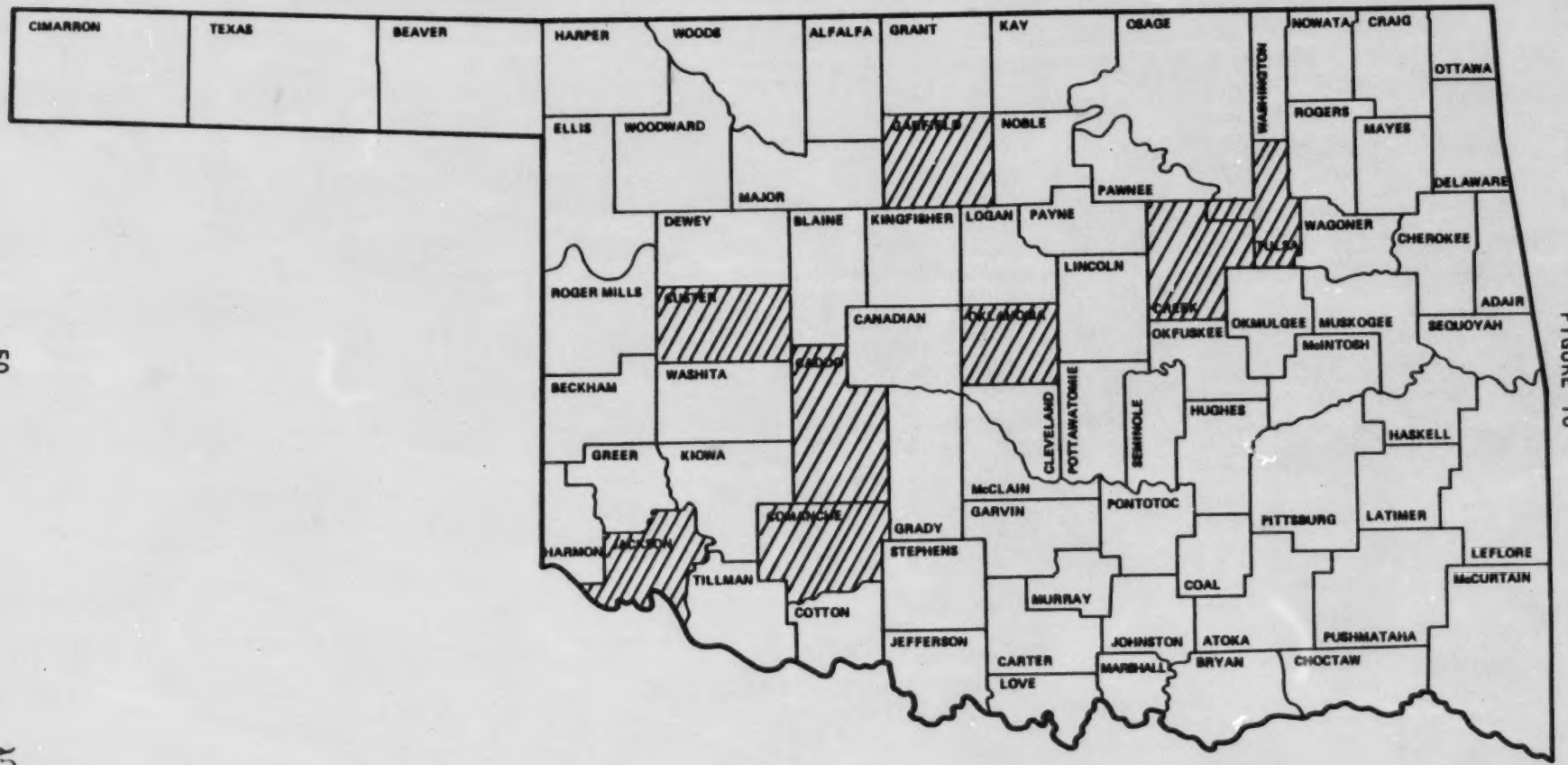


FIGURE 16

SOCIAL STUDIES

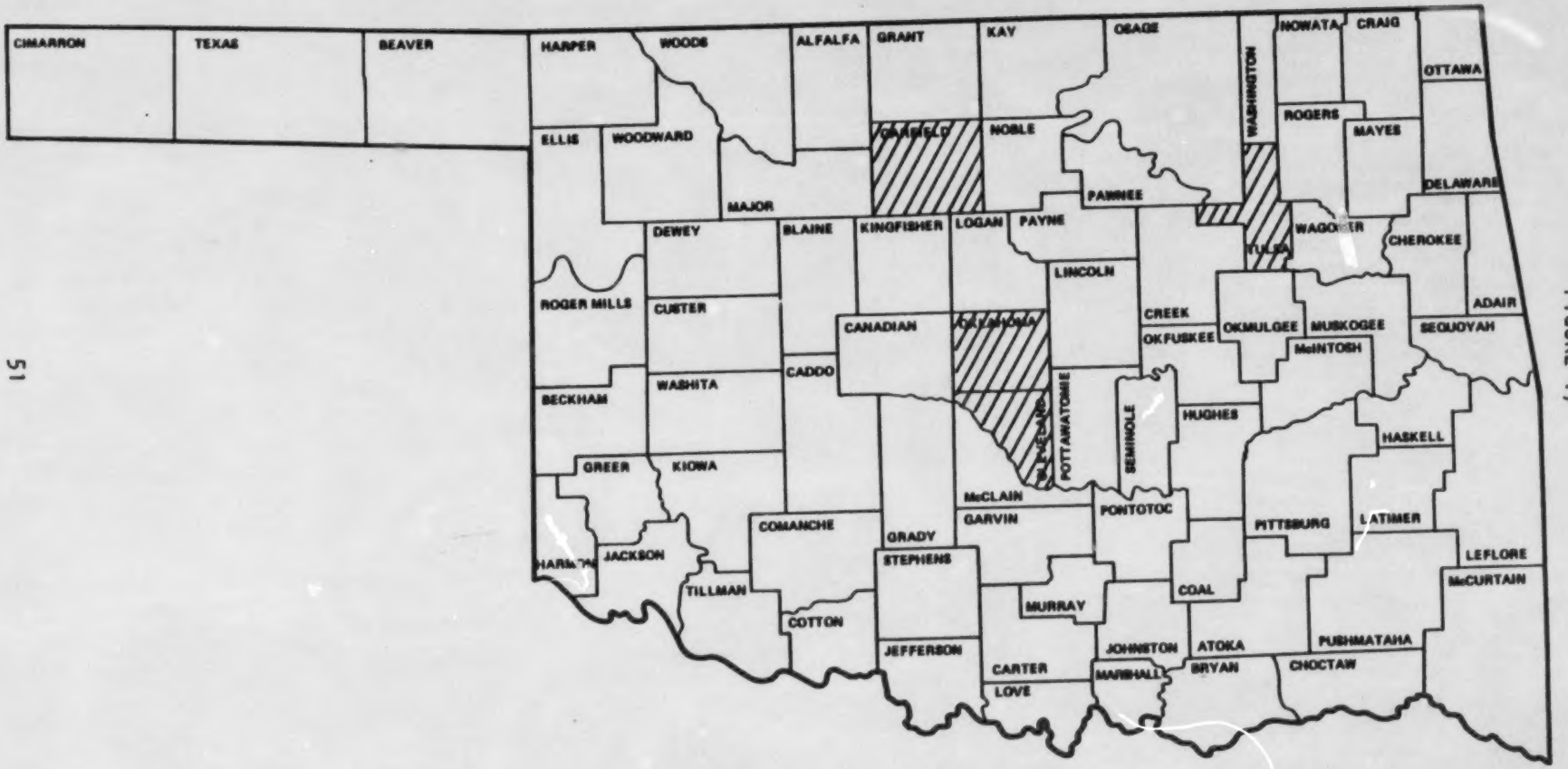


FIGURE 17

51

47

18

MATH

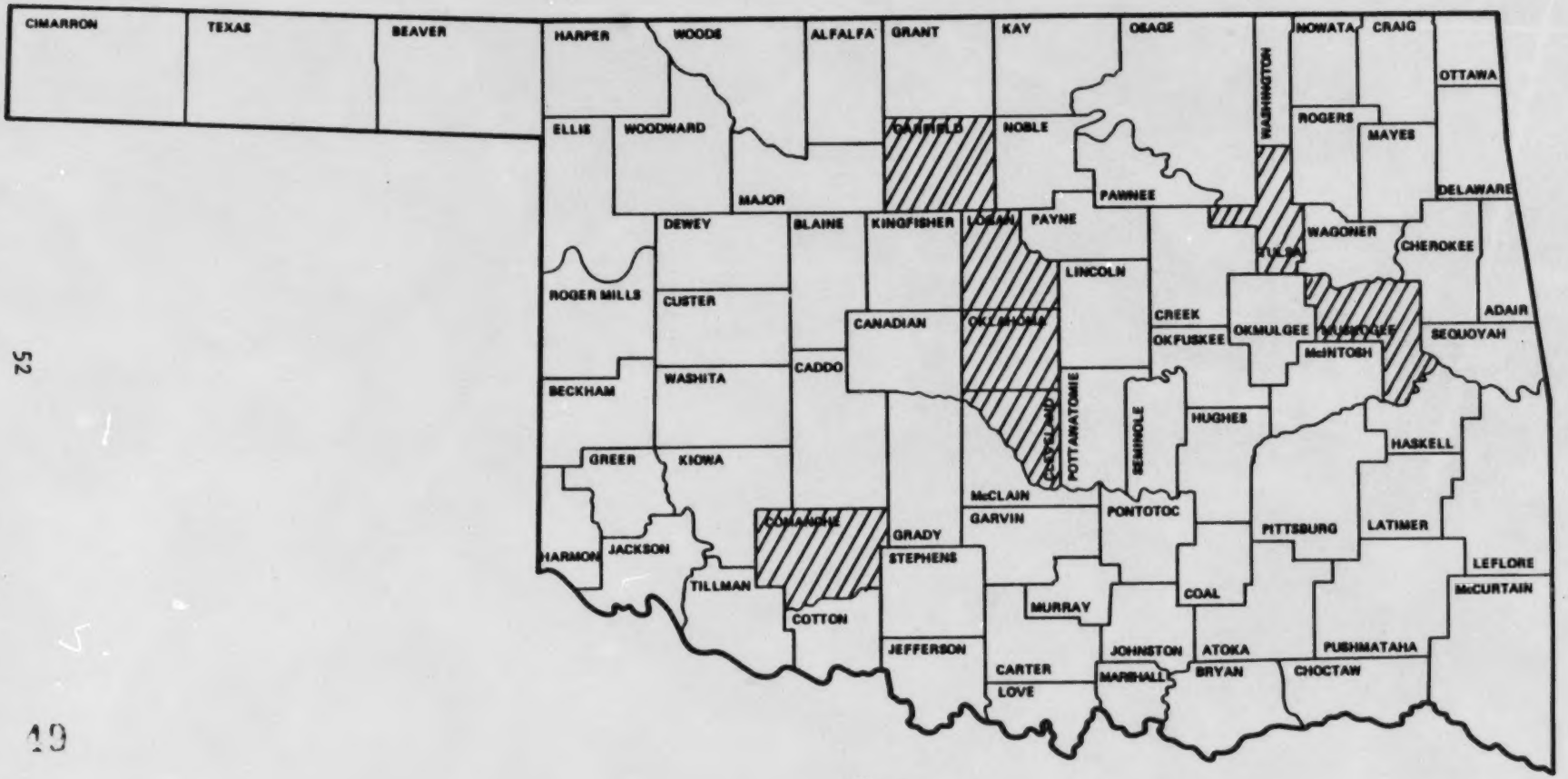


FIGURE 18

52

19

50

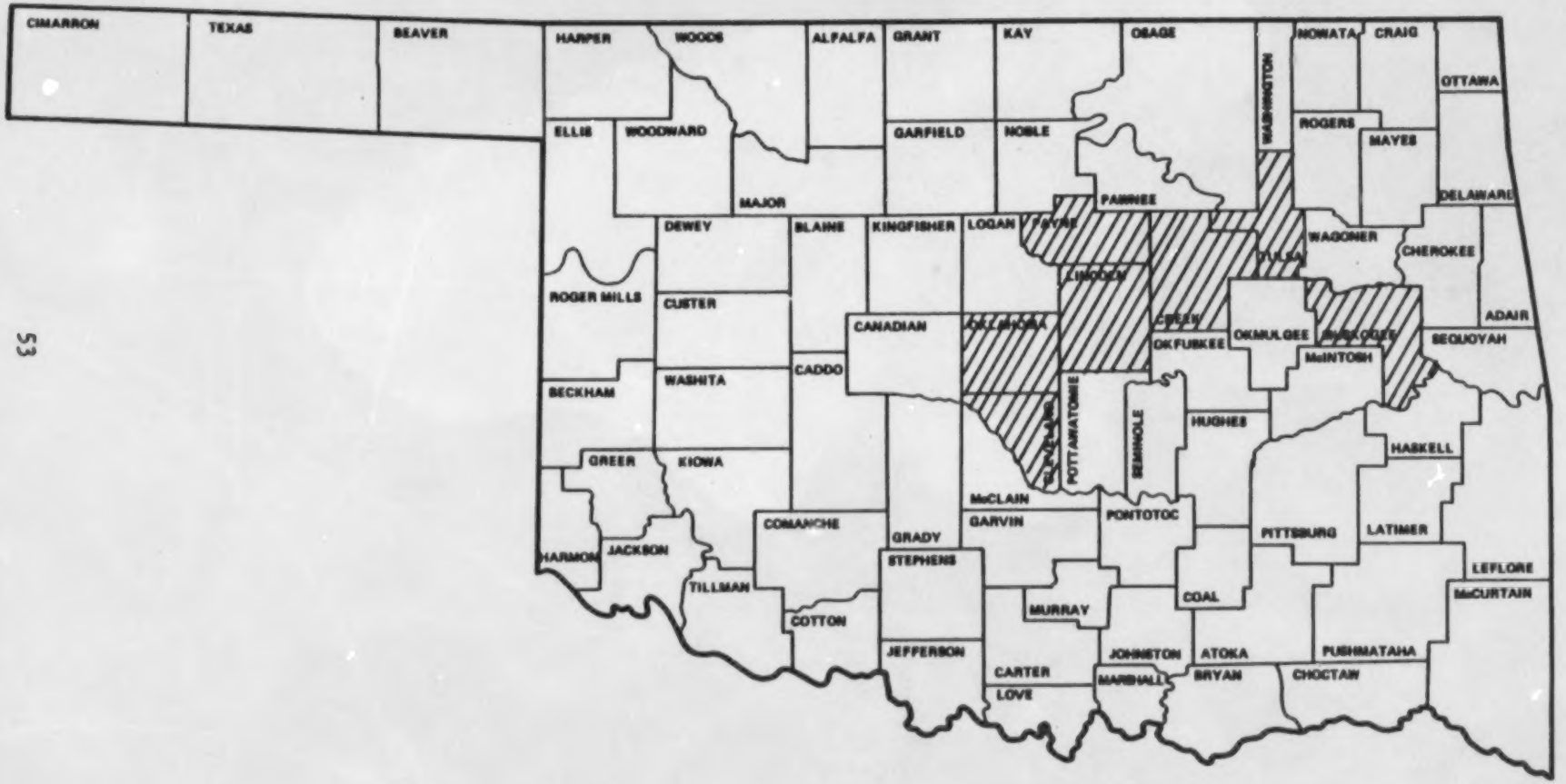


FIGURE 19

53

51

52

FOREIGN LANGUAGES
(FRENCH, SPANISH, GERMAN, LATIN, RUSSIAN)

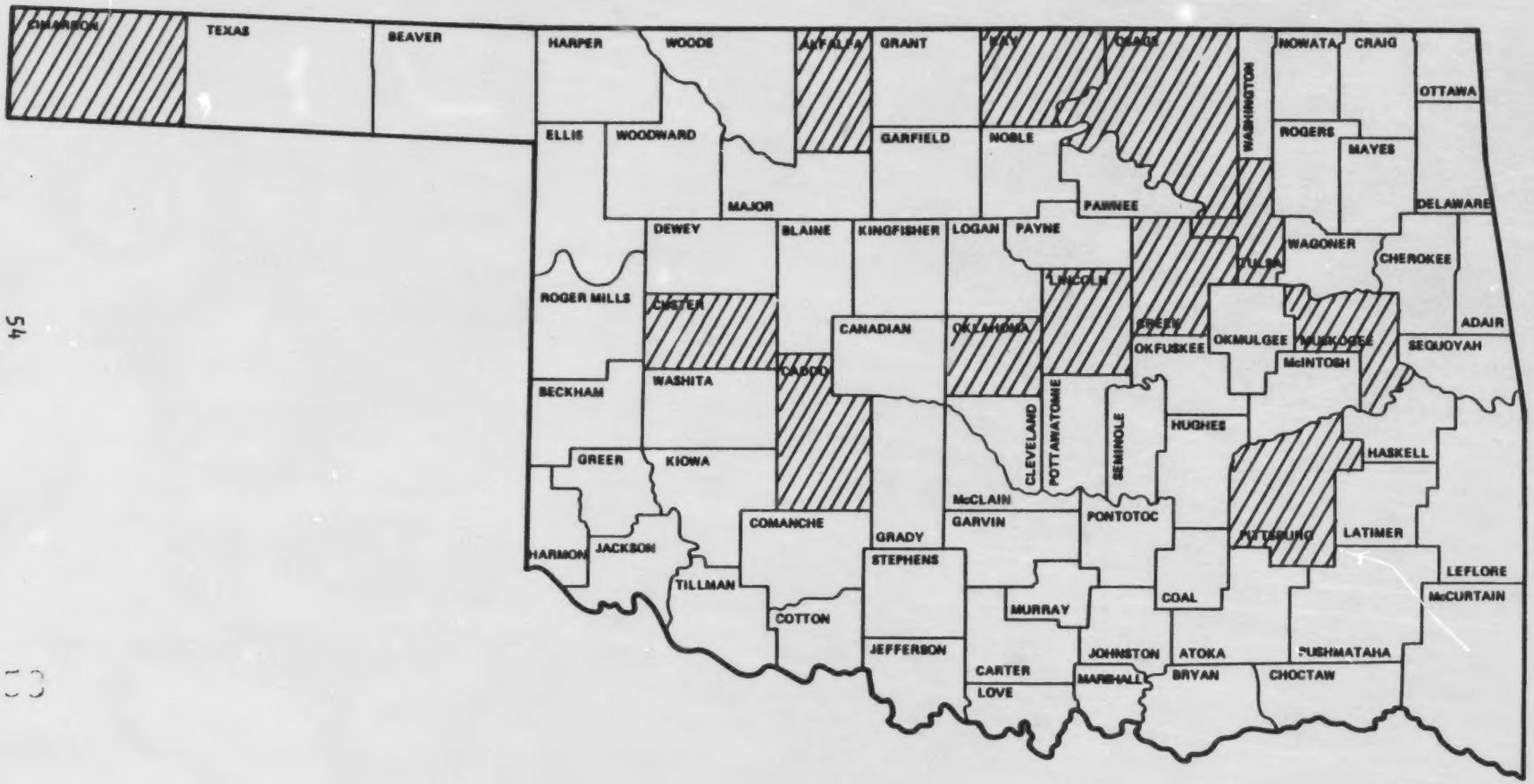


FIGURE 20

INDUSTRIAL ARTS

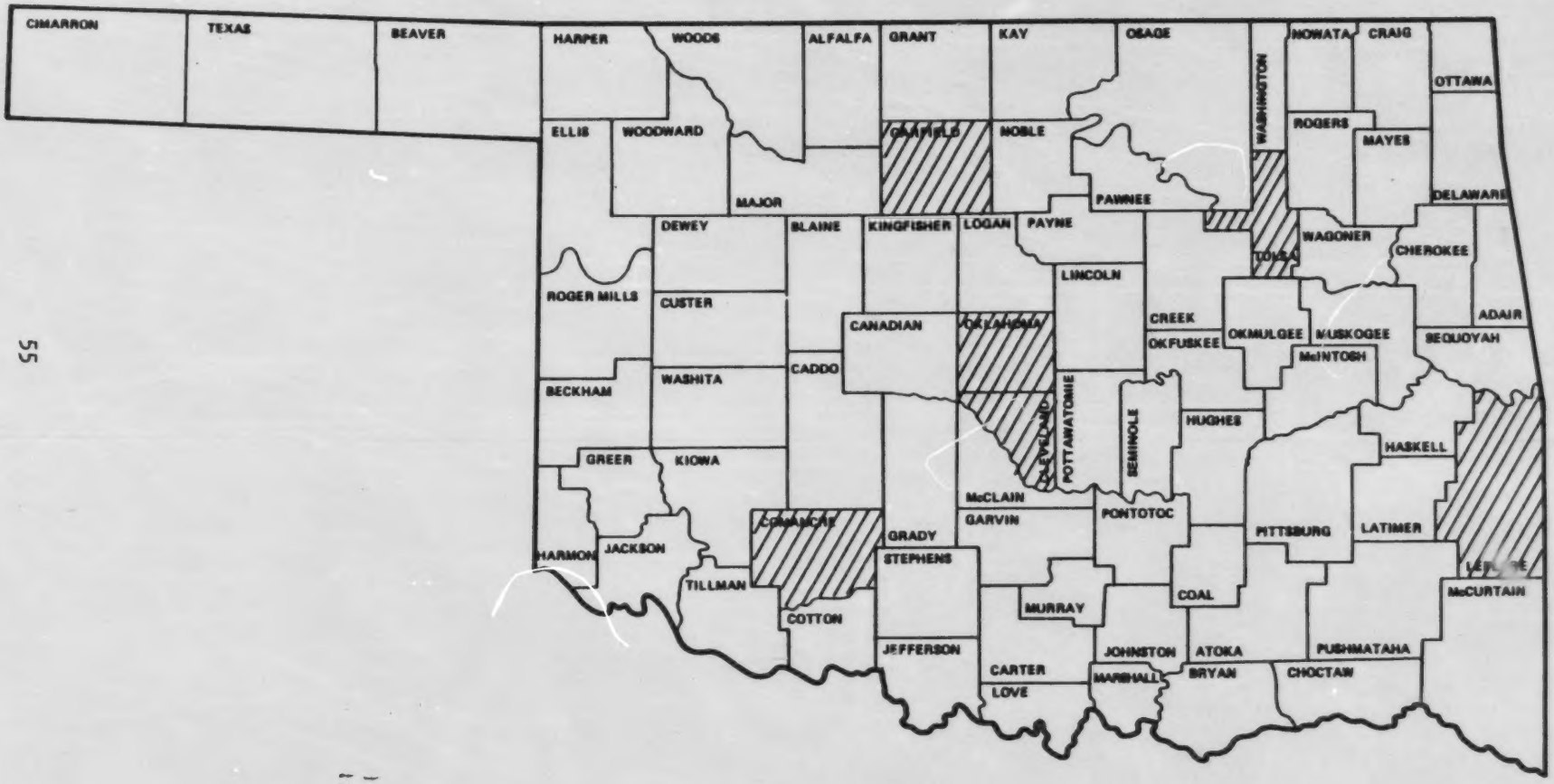


FIGURE 21

55

56

AGRICULTURE

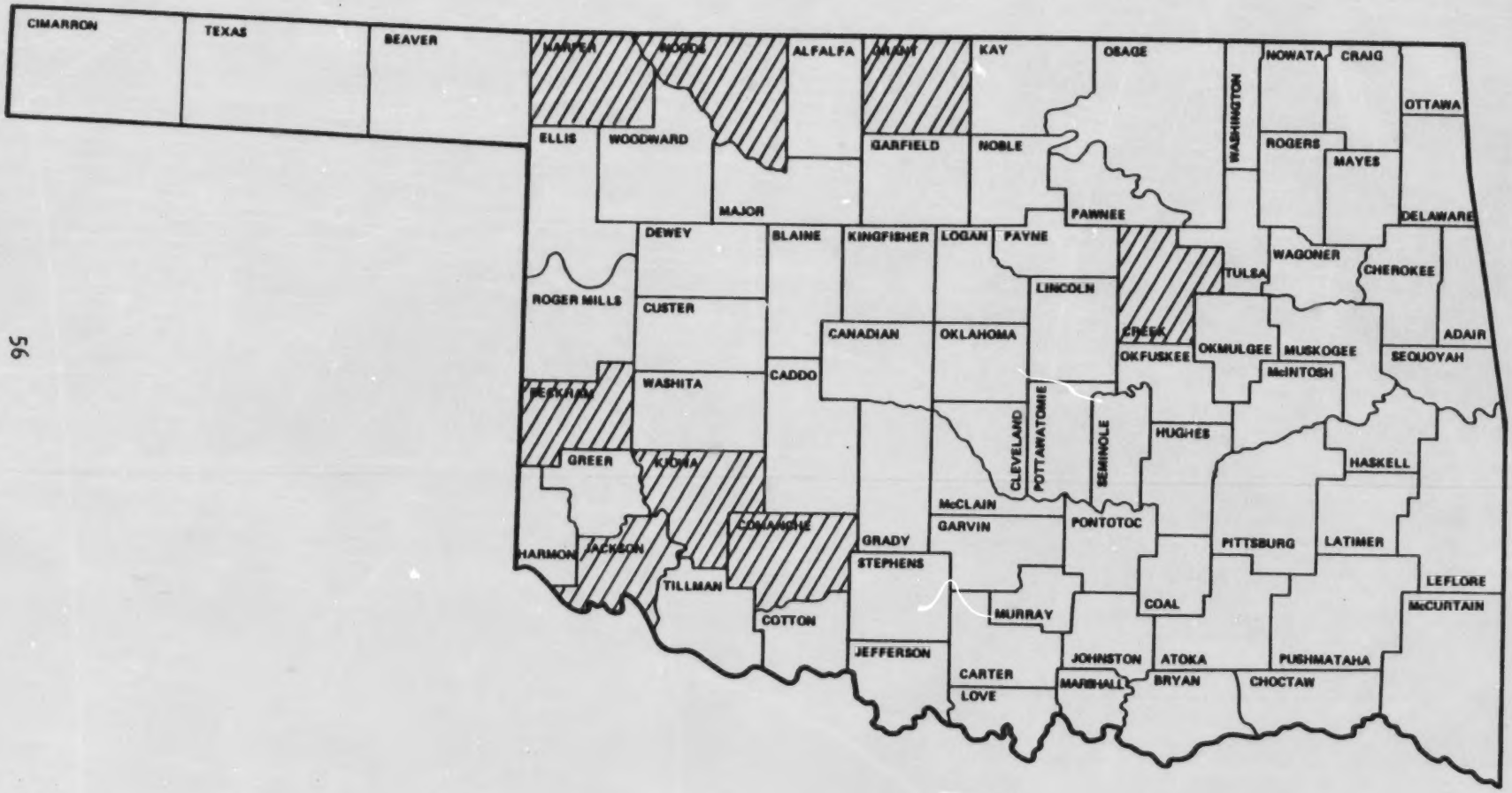


FIGURE 22

DRIVER EDUCATION

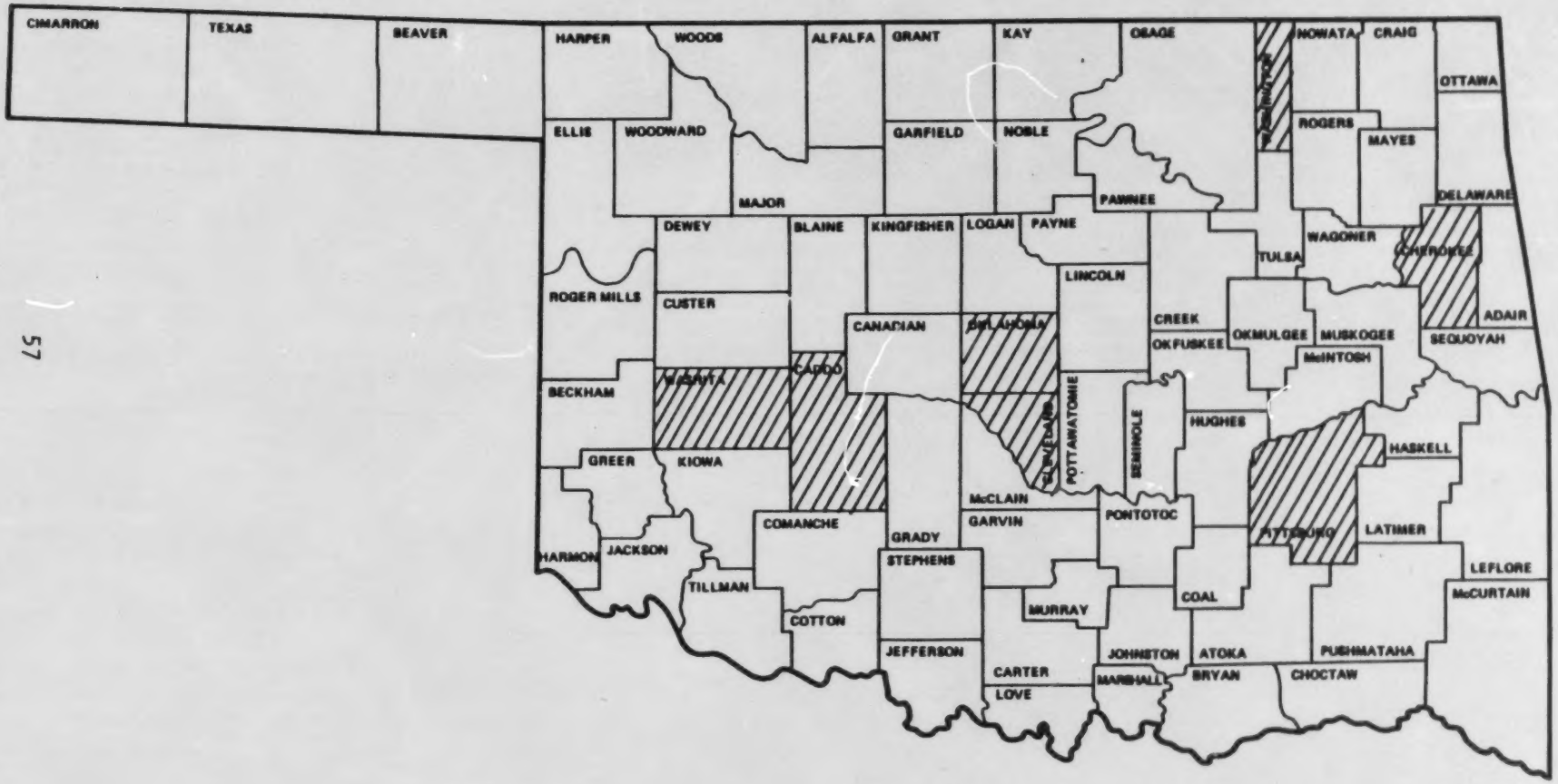


FIGURE 23

Subject Area Vacancies in Relation to FTE

Another significant way in which to view subject area vacancies is to compare the specific vacancies with FTE (Full-time Equivalency) positions for those areas statewide. Figure 24 contains a chart indicating the percent of total FTE positions which the actual vacancies represent. Seen from this perspective, School Counselor, Psychometrist, and Psychologist (in the Administrative categories) represent the most significant vacancies. Secondary Principal, Superintendent, Librarian, and School Nurse also represent significant vacancies.

In the Elementary Education categories, the actual total vacancies represent seven percent of the FTE positions in Elementary Education. The Music vacancies for Elementary Education, on the other hand, represent 15 percent of the FTE positions in Music. The Reading Specialist vacancies represent 10 percent of the FTE positions in that area, and all Special Education vacancies represent nine percent of all FTE positions in Special Education.

In the Secondary Education categories, the vacancies which represent the highest percent of FTE positions are Foreign Language, Music, Driver Education, and Speech. The Language Arts vacancies represent nine percent of FTE positions in that area, as do Social Studies. Science and Mathematics vacancies represent 10 percent of the FTE positions in those areas.

FIGURE 24

SUBJECT AREA VACANCIES IN RELATION TO FTE

Administrative Vacancies		Elementary Education Vacancies		Secondary Education Vacancies	
Subject Area	Percentage of FTE Positions	Subject Area	Percentage of FTE Positions	Subject Area	Percentage of FTE Positions
Elementary Principal	6%	Elementary Education	7%	Language Arts	9%
Secondary Principal	9%	Nursery and Kindergarten	5%	Speech	12%
Superintendent	7%	Health and P.E.	4%	Journalism	7%
School Counselor	10%	Art	5%	Social Studies	9%
Librarian	9%	Music	15%	Psychology	8%
Psychologist	11%	Reading Specialist	10%	Driver Education	13%
Psychometrist	16%	All Special Education	9%	Science	10%
School Nurse	8%			Math	10%
				French	14%
				Spanish	15%
				German	19%
				Latin	8%
				Russian	62%
				Gen. Home Economics	6%
				Voc. Home Economics	8%
				Agriculture	8%
				Industrial Arts	9%
				T. and I. Education	4%
				D.E.	10%
				Health Occup. Education	10%
				Business Education	4%
				Health and P.E.	8%
				Art	7%
				Music	14%
				Reading Specialist	5%

TEACHER SUPPLY

"Teacher Supply" generally refers to the number of qualified teachers available to fill teacher vacancies. On the "Teacher Supply and Demand Survey," superintendents were asked to indicate the manner in which teachers were recruited to fill vacancies. They were given the following choices and were encouraged to describe any method which was not included in these choices:

a) Advertisement in community newspaper.

b) Referral from local college or university.

c) Advertisement in state publication.

d) Referral by professional person already working in that district.

e) Other methods.

The largest number--377 or 83%--of the responses indicated that referral from a college or university was the manner in which teachers were recruited for positions. The second largest number--250 or 55%--of the responses indicated that referral by a professional person already working in the district was the manner for selecting teachers to fill positions.

Other methods which the superintendents chose to describe are as follows:

Applications on file

Response to letters from applicants

Word of mouth

Surrounding school districts' personnel departments

People who came by for interviews

Posting in the respective buildings on campus

Other school administrators

Area supervisor

County superintendent

Out-of-state colleges

Drop-ins who fill out applications

Word-of-mouth to other administrators across the state

Letters of inquiry

Only a small percentage of the superintendents indicated that advertisement in community newspapers or in state publications was attempted.

Teacher Education Graduates 1980-81

In the process of compiling this report, the colleges and universities of Oklahoma were contacted so that they could indicate the number of teacher education graduates for the 1980-81 school year. They were most cooperative. Figure 25 is a chart containing the number of teacher education graduates for those universities for the 1980-81 school year. These are the graduates who would have been available to fill vacancies for the 1981-82 school year.

The total number of teacher education graduates for that year were 3,257--just short of the total vacancy number of 3,475. The total number of those teacher education graduates teaching in the state of Oklahoma was 1,883. The total number teaching out of state or employed in other professions was 1,366.

Ratings of Teacher Supply

On the "Teacher Supply and Demand Survey," superintendents were asked to rate the supply of teachers in every certification category according to the following scale:

1) Serious Shortage
2) Slight Shortage
3) Adequate Supply
4) Slight Surplus
5) Considerable Surplus

Figure 26 contains their rating for the Administrative Supply, statewide. Librarian is perceived by the superintendents of the state as the area of shortest supply, with a rating of 1.82. The next most critical area appears to be School Counselor, with a rating of 1.93. Other critical areas include Psychometrist, Psychologist, and Secondary Principal.

This pattern is consistent in all the four regions, except that in the Northwest, School Counselor and Psychometrist are rated in shorter supply than Librarian. In the Northeast, Elementary Principal is rated in shorter supply than Secondary Principal.

Figure 27 contains the rating for Elementary Education. Perceived to be the most critical areas of shortage are the areas of Special Education, particularly Mentally Handicapped, Visually Impaired, Deaf Education, and Emotionally Disturbed. Also critical are Speech Pathology and Reading Specialist. Music is an additional area of critical shortage.

Figure 28 contains the rating for Secondary Education. Rated as the most critical area is Mathematics with a rating of 1.21. Also critical are all the Foreign Language areas, Science, Music, Reading Specialist, and all areas of Special Education. Speech Pathology is also perceived to be an area of extreme shortage.

Conclusions

The superintendents' ratings confirm the story told by actual teacher vacancies. What is apparent is that Administrative areas such as School Counselor, Psychometrist, Psychologist, and Librarian are in short supply in the state of Oklahoma. Secondary Principals also experience a great deal of turnover. In Elementary Education, Music and Art, Special Education, Reading Specialist, and Speech Pathology are areas of critical shortage. In Secondary Education, Math, Science, Language Arts, Industrial Arts, Foreign Language, Music, Reading Specialist, and Special Education are areas of critical teacher shortage.

Appendix C contains a list of the actual teaching certificates issued by the State Board of Education for the period of time from July 1, 1981 to March 1, 1982. Although this would indicate that there are plenty of teachers to supply the areas of critical teacher shortage, there appears to be a discrepancy between certificate holders and availability of positions. More study needs to be conducted into the whereabouts of teacher education graduates and their availability to teach in the state of Oklahoma.

Other conclusions seem applicable to the problems of teacher shortage in Oklahoma:

1) There appears to be no systematic approach to the recruitment and placement of teachers in the state. Perhaps the efforts of the educational community in the state should be directed at more positive and more direct methods of teacher recruitment.

2) There appears to be an annual teacher turnover in the state of from 6,000 to 8,000 teachers per year. Studies should perhaps be attempted to discern why teachers leave the teaching profession or why teachers leave Oklahoma.

FIGURE 25

College or University	Number of Teacher Ed. Grads. 1980-81	Employed In-State	Employed Out * of State
Bartlesville Wesleyan College	22	15	6
Bethany Nazarene College	37	7	30
Cameron University	139	82	57
Central State University	347	270	77
East Central Okla. State University	162	143	19
Langston University	20	8	12
Northeastern O.S.U.	729	331	398
Northwestern O.S.U.	80	31	49
Oklahoma Baptist University	54	26	28
Oklahoma Christian College	63	29	34
Oklahoma City University	95	60	35
Oklahoma Panhandle O.S.U.	55	13	42
Oklahoma State University	517	416	101
Oral Roberts University	137	57	80
Phillips University	31	13	18
Southeastern O.S.U.	210	76	134
Southwestern O.S.U.	209	163	46
University of Oklahoma	306	115	191
U.S.A.O.	44	35	9
	3,257	1,883	1,386

* This column includes those persons employed out of state as teachers or employed in Oklahoma in professions other than the teaching profession.

FIGURE 26

RATINGS OF ADMINISTRATIVE SUPPLY STATEWIDE

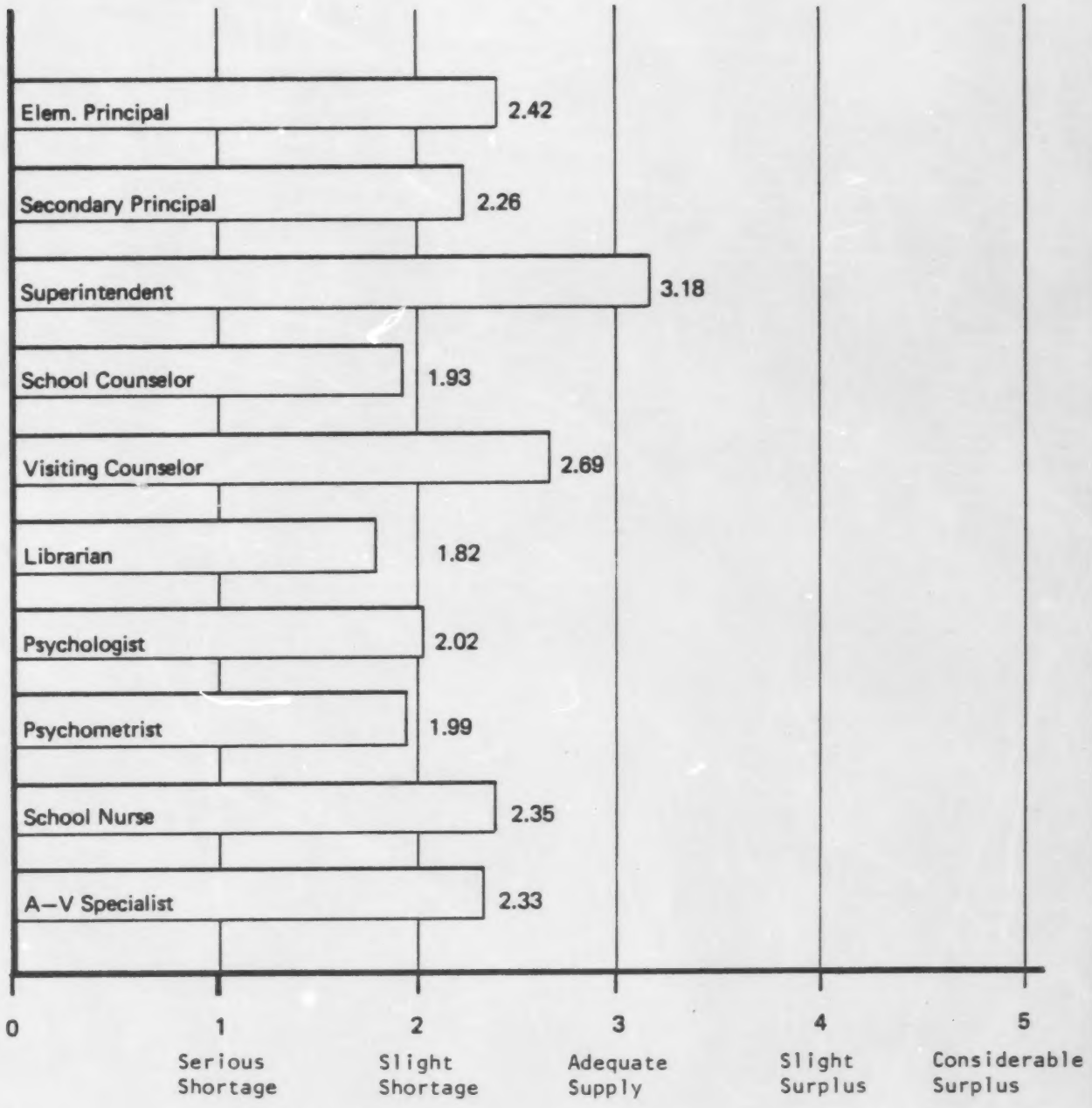


FIGURE 27

RATINGS OF ELEMENTARY EDUCATION STATEWIDE

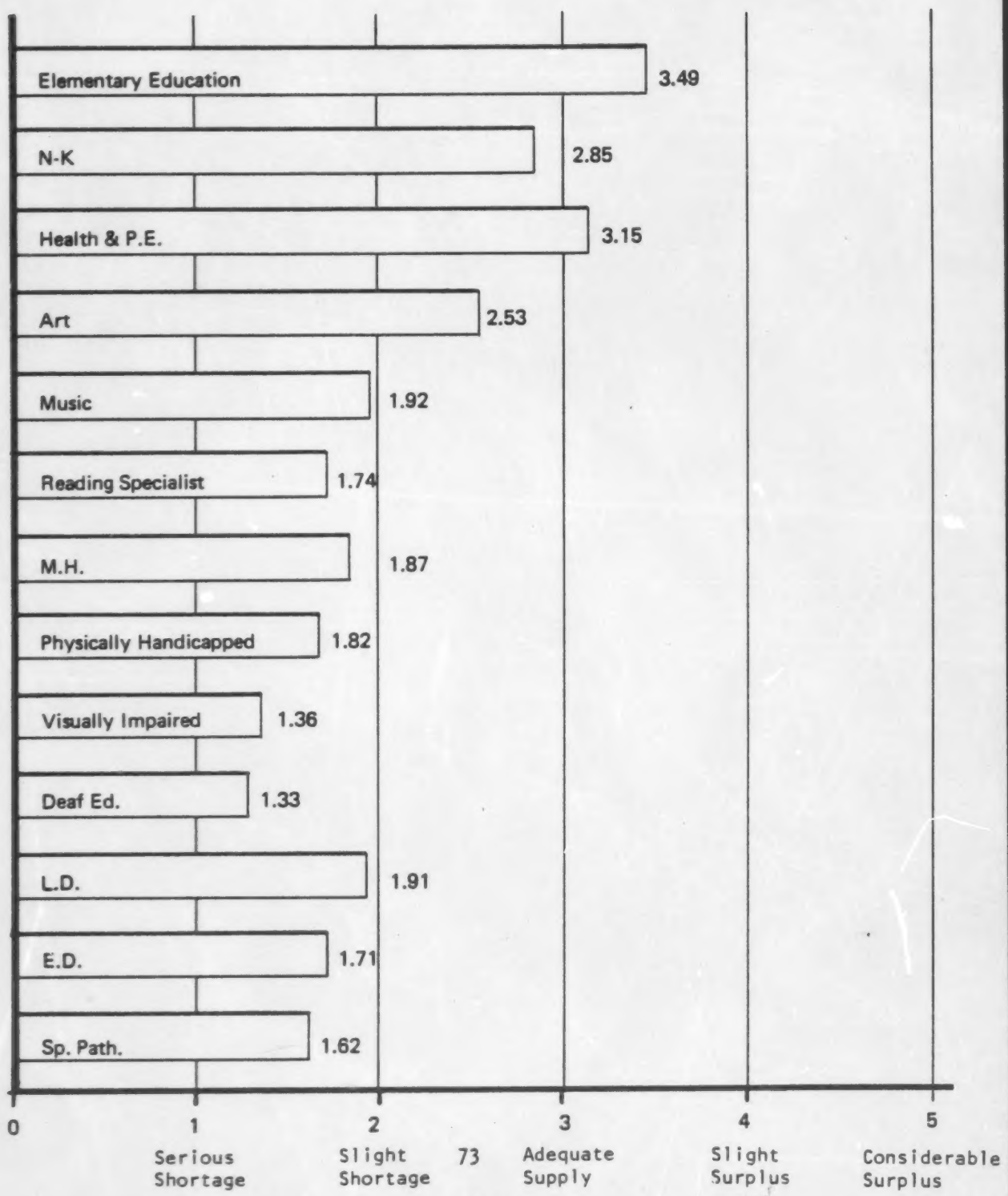


FIGURE 28

RATINGS OF SECONDARY EDUCATION STATEWIDE

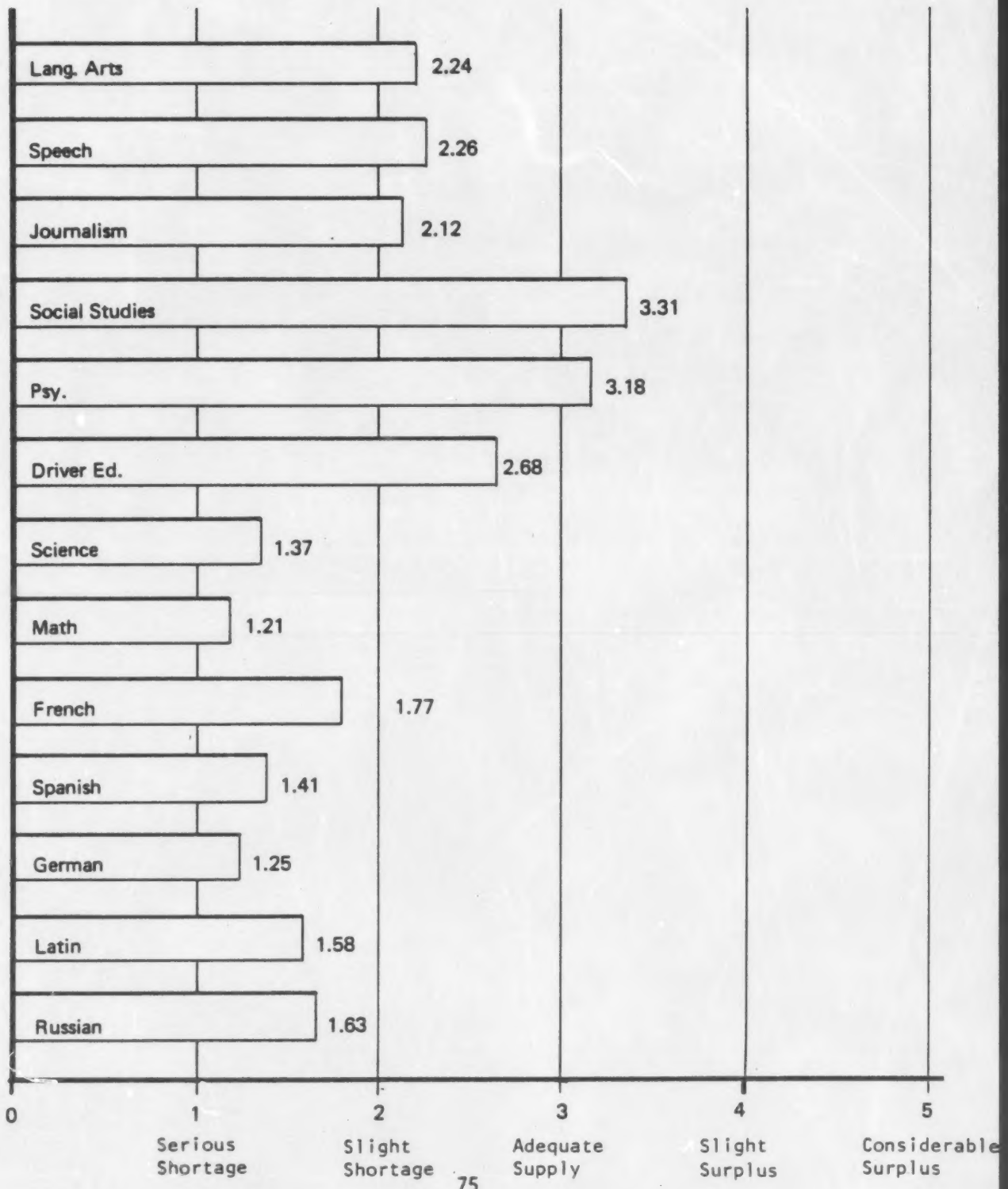


FIGURE 28 cont.

RATINGS OF SECONDARY EDUCATION STATEWIDE

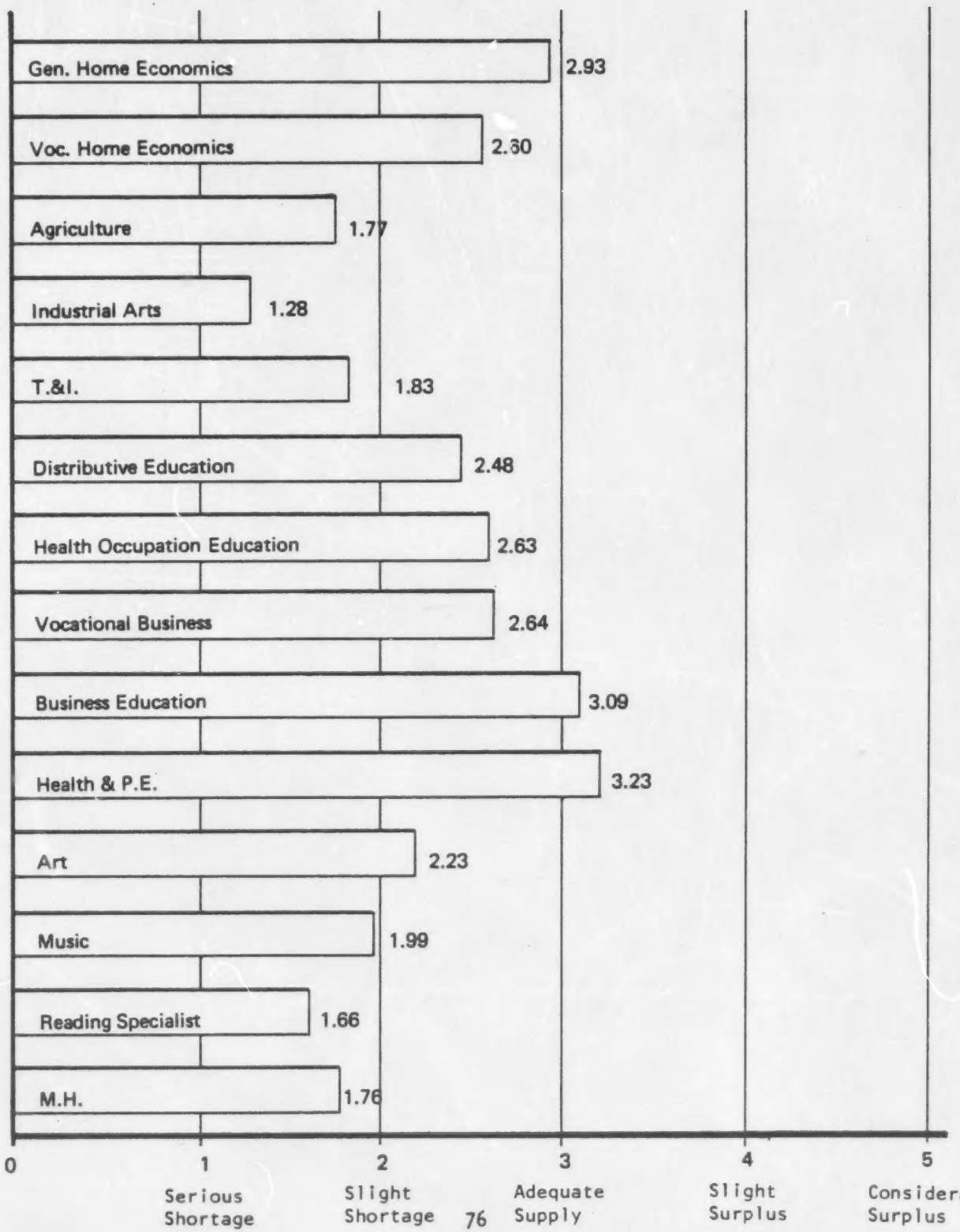
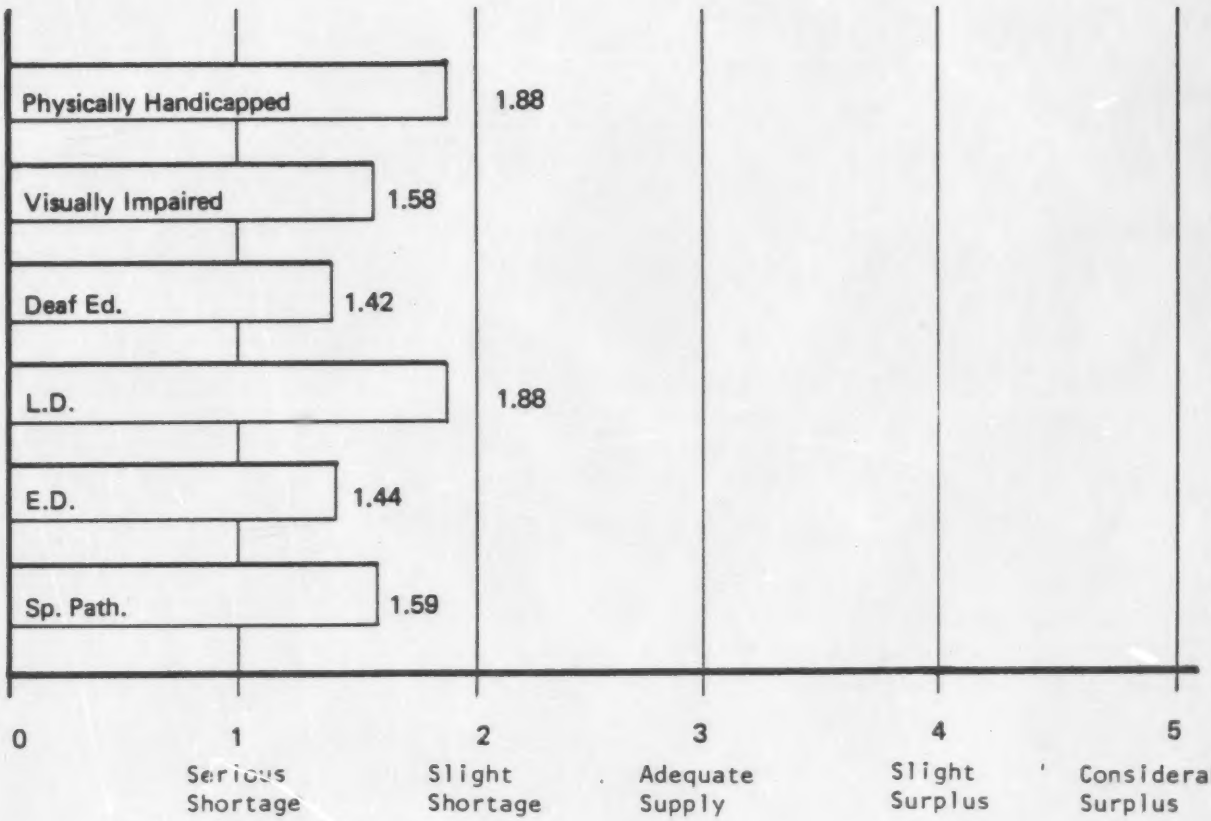


FIGURE 28 cont.

RATINGS OF SECONDARY EDUCATION SUPPLY STATEWIDE



J.D. GIDDENS
ASST. SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST. SUPERINTENDENT
STATE-FEDERAL

MURL VENARD
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
JOHN FOLKS, Associate Deputy Superintendent

2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

April 12, 1982

Dear Superintendent:

For the past few years, it has been evident that a teacher shortage exists in the state of Oklahoma. We need your assistance in determining the nature and extent of that teacher shortage.

Enclosed is a survey which will hopefully indicate the areas in which teachers are most needed. We believe that the information obtained in this survey will have significant impact for all persons involved in the educational endeavors in Oklahoma--public school teachers and administrators, colleges and universities, and, most important, the students of our state.

Your thoroughness and promptness in completing this survey will be most helpful in our efforts to define the teacher shortage in Oklahoma. We would like to have your response as soon as possible. Please be assured that school districts will not be identified in the final interpretations of the results. The results will be made available to all persons concerned with the efforts to maintain excellence in our public schools.

Please return the survey by April 30. Thank you for your assistance.

Sincerely,

Leslie Fisher
State Superintendent

LF:mb

PLEASE RETURN COMPLETED SURVEY TO-
Dr. Sandra Mayfield
Teacher Certification
Oliver Hodge Building
2500 North Lincoln
Oklahoma City, Oklahoma 73105

You're doin fine Oklahoma!
1907 75 1982
Diamond Jubilee

APPENDIX B

TEACHER SUPPLY AND DEMAND SURVEY

School District No. _____ County _____

Superintendent or Person Completing Survey _____
Title _____

Region

____A. Northeast Region (North of I-40 and East of I-35)
____B. Southeast Region (South of I-40 and East of I-35)
____C. Southwest Region (South of I-40 and West of I-35)
____D. Northwest Region (North of I-40 and West of I-35)

Section A.

_____1. Number of terminations (resignation, etc.) from July 1, 1981, to the present.

_____2. Number of teachers and administrators hired in the district for the first time for the 1981-82 school year who are teaching on a temporary certificate or by special action of the State Board of Education.

_____3. Number of teachers and administrators who returned, after a leave of absence, to the district to teach for the 1981-82 school year.

_____4. Number of teachers and administrators hired for the first time in the district, beginning in the fall semester 1981, who are teaching in a minor assignment area.

5. Subject areas of minor assignments for those persons identified in Question #4:

____a. Language Arts (English).
____b. Speech and Drama.
____c. Journalism.
____d. Social Studies.
____e. Psychology.
____f. Driver and Safety Education.
____g. Science.
____h. Math.
____i. French.
____j. Spanish.
____k. German.
____l. Latin.
____m. Russian.
____n. General Home Economics.
____o. Vocational Home Economics.
____p. Agriculture.
____q. Industrial Arts.
____r. T. and I. Education.
____s. Distributive Education
____t. Health Occupations Education.
____u. Vocational Business and Office Education.
____v. Business Education.
____w. Health and Physical Education.
____x. Art.
____y. Music.

6. When you filled vacancies for the 1981-82 school year, what sources were consulted?

____a. Advertisement in community newspaper.
____b. Referral from local college or university.
____c. Advertisement in state publication.
____d. Referral by professional person already working in district.
____e. Other.

If response is "Other", please explain_____

_____

_____

Section B.

Please list the number of vacancies (full-time equivalency) in each of the following teaching/administrative areas from July 1, 1981, to the present.

Administrative.

____1. Elementary Principal.
____2. Secondary Principal.
____3. Superintendent.
____4. School Counselor.
____5. Visiting Counselor.
____6. Librarian
____7. Psychologist.
____8. Psychometrist.
____9. School Nurse.
____10. Audio-visual Specialist.

Elementary Education.

____11. Elementary Ed. (K-8).
____12. Nursery and Kdg. (N-K).
____13. Health & Physical Ed.
____14. Art.
____15. Music.
____16. Reading Specialist.
____17. Mentally Handicapped.
____18. Physically Handicapped.
____19. Visually Impaired.
____20. Deaf or Hard of Hearing.
____21. Learning Disabilities.
____22. Emotionally Disturbed
____23. Speech Pathologist.

Secondary Education.

____24. Language Arts (English).
____25. Speech and Drama.
____26. Journalism.
____27. Social Studies.
____28. Psychology.
____29. Driver & Safety Ed.
____30. Science
____31. Math.
____32. French.
____33. Spanish.
____34. German.
____35. Latin.
____36. Russian.
____37. General Home Economics.
____38. Vocational Home Econ.
____39. Agriculture.
____40. Industrial Arts.
____41. T. and I. Education.
____42. Distributive Education.
____43. Health Occupations Education.
____44. Voc. Bus. and Office Ed.
____45. Business Education.
____46. Health and Phy. Education.
____47. Art.
____48. Music.
____49. Reading Specialist.
____50. Mentally Handicapped.
____51. Physically Handicapped.
____52. Visually Impaired.
____53. Deaf or Hard of Hearing.
____54. Learning Disabilities.
____55. Emotionally Disturbed.
____56. Speech Pathologist.

Section C.

Please rate numerically the supply of candidates for each of the teaching areas listed below only if (a) a vacancy continues to exist or (b) a vacancy existed for the 1981-82 school year. DO NOT rate the supply of candidates for any teaching area in which you did not consider candidates for 1981-82.

Example:	Serious Shortage	Slight Shortage	Adequate Supply	Slight Surplus	Considerable Surplus
	1	2	3	4	5

Music _____ Did not consider candidates in this area 1981-82.

Learning Disabilities
1 Vacancy continues to exist for 1981-82. Serious shortage of candidates exists.

Social Studies
4 Considered candiates for this teaching area for 1981-82 and filled the positions. Slight surplus.

English 2 Considered candidates for this area for 1981-82. Slight shortage.

Administrative.

____1. Elementary Principal.
____2. Secondary Principal.
____3. Superintendent.
____4. School Counselor.
____5. Visiting Counselor.
____6. Librarian
____7. Psychologist.
____8. Psychometrist.
____9. School Nurse.
____10. Audio-visual Specialist.

Elementary Education.
____11. Elementary Ed. (K-8).
____12. Nursery and Kdg. (N-K).
____13. Health & Physical Ed.
____14. Art.
____15. Music.
____16. Reading Specialist.
____17. Mentally Handicapped.
____18. Physically Handicapped.
____19. Visually Impaired.
____20. Deaf or Hard of Hearing
____21. Learning Disabilities.
____22. Emotionally Disturbed.
____23. Speech Pathologist.

Secondary Education.
____24. Language Arts (English)
____25. Speech and Drama
____26. Journalism.
____27. Social Studies.
____28. Psychology.
____29. Driver & Safety Ed.
____30. Science.
____31. Math.
____32. French.
____33. Spanish.
____34. German.
____35. Latin.
____36. Russian.
____37. General Home Economics.
____38. Vocational Home Econ.
____39. Agriculture.
____40. Industrial Arts.
____41. T and I Education.
____42. Distributive Education.
____43. Health Occupations Education
____44. Voc. Bus. and Office Ed.
____45. Business Education.
____46. Health and Phy. Education.
____47. Art.
____48. Music.
____49. Reading Specialist.
____50. Mentally Handicapped.
____51. Physically Handicapped.
____52. Visually Impaired.
____53. Deaf or Hard of Hearing.
____54. Learning Disabilities.
____55. Emotionally Disturbed.
____56. Speech Pathologist.

APPENDIX C

TEACHING CERTIFICATES ISSUED
JULY 1, 1981 to MARCH 1, 1982

Type Of Certificate	Number
Administration	835
Counselor	504
Librarian	205
Psychologist	41
Psychometrist	125
School Nurse	36
Elementary Education	4,390
Health & Physical Education	969
Art	180
Music	363
Language Arts	802
Social Studies	798
Science	466
Math	394
Foreign Language	148
Home Economics	313
Agriculture	77
Industrial Arts	203
Business Education	366
Bookkeeping & Clerical	121
Speech	143
Journalism	16
Early Childhood Education	145
Driver & Safety Education	158
Special Education	1,581
Distributive Education	35
T & I Education	95
Vocational Business Education	60
Reading Specialist	448
Audio Visual Specialist	0
Health Occupations Education	6
TOTAL	14,043

County	Vacancies	Zero-Year Teacher	Out-of-State Greater than 1 year Exper.	Average Salary	Per Capita Revenue	ADM	FTE
Adair	8	31	2	16,126.54	2,276.87	4,159	337
Alfalfa	12	10	2	17,803.60	3,235.84	1,229	141
Atoka	17	21	5	15,851.68	1,789.75	2,364	172
Beaver	12	13	2	19,625.46	3,687.58	1,449	142
Beckham	36	45	9	16,479.19	2,015.63	3,524	279
Blaine	20	31	1	17,203.88	2,490.48	2,718	228
Bryan	10	28	4	16,566.39	1,713.06	5,795	421
Caddo	46	69	10	16,923.32	2,172.79	6,768	523
Canadian	58	86	18	17,724.88	1,760.90	13,158	881
Carter	52	54	10	17,546.18	1,999.76	8,474	635
Cherokee	23	23	4	16,766.60	1,931.59	5,250	399
Choctaw	11	7	0	16,136.75	1,944.84	3,461	245
Cimarron	11	10	4	16,596.15	3,189.73	741	85
Cleveland	120	271	68	17,421.17	1,652.42	26,577	1,848
Coal	3	5	0	16,112.46	2,191.79	1,194	100
Comanche	152	109	31	18,029.17	1,791.91	21,098	1,399
Cotton	12	12	3	15,921.88	1,837.82	1,311	99
Craig	14	20	1	16,997.75	1,739.62	2,969	210
Creek	114	73	12	17,451.29	1,668.71	12,338	795
Custer	57	29	1	17,525.83	1,952.15	4,451	335
Delaware	21	29	9	16,513.37	1,891.65	5,067	375
Dewey	12	10	1	17,782.85	5,118.60	1,157	123
Ellis	9	8	1	17,745.82	2,766.24	1,062	99
Garfield	112	112	25	17,449.36	1,875.63	11,171	827
Garvin	28	47	9	17,095.22	1,841.62	5,844	433
Grady	48	71	17	16,637.28	1,920.22	7,707	554
Grant	15	15	6	18,555.20	3,064.66	1,076	111
Greer	3	6	1	17,067.65	1,881.69	1,090	87
Harmon	6	2	0	16,714.92	1,903.72	852	80
Harper	11	4	2	18,810.13	3,762.93	826	83
Haskell	2	6	1	16,813.65	2,010.21	2,139	154
Hughes	21	13	2	16,898.86	1,942.92	2,735	198
Jackson	42	46	8	18,082.02	1,973.42	6,024	428
Jefferson	13	10	2	16,406.04	2,032.41	1,499	109
Johnston	8	14	0	16,588.71	1,909.90	1,994	152
Kay	75	66	17	18,790.34	1,720.00	8,764	558
Kingfisher	23	26	4	18,440.21	2,886.06	3,006	265
Kiowa	19	31	3	16,327.97	2,039.96	2,292	204
Latimer	3	8	1	16,675.43	1,938.85	1,677	124
Leflore	56	43	9	16,934.26	1,726.75	8,657	602
Lincoln	64	35	5	16,261.45	1,669.98	5,011	331
Logan	36	21	4	16,451.85	1,696.17	4,083	265
Love	9	9	2	17,237.29	1,862.52	1,429	104
Major	15	9	3	17,883.21	3,194.65	1,595	151
Marshall							
Mayes	15	35	2	17,187.35	1,787.33	6,256	443
McClain	26	22	3	16,662.06	1,733.33	4,663	332
McCurtain	52	45	12	16,736.45	1,987.47	8,412	574
McIntosh	4	8	1	17,152.34	1,854.17	3,002	209
Murray	2	7	0	17,018.10	1,978.78	2,288	145
Muskogee	77	59	11	16,681.10	1,805.28	13,466	908
Noble	19	24	1	17,144.82	2,900.42	2,124	190
Nowata	18	14	5	16,595.69	1,727.45	2,204	156
Okfuskee	10	12	0	16,422.33	2,204.86	2,443	198
Oklahoma	711	610	133	18,150.08	1,704.10	96,681	6,011
Okmulgee	36	53	9	16,946.08	1,713.07	7,426	501
Osage	65	55	8	16,959.36	2,218.13	4,837	397
Ottawa	18	38	20	18,252.17	1,768.84	6,359	433
Pawnee	11	22	1	16,546.00	1,732.04	2,673	187
Payne	71	56	13	17,543.73	1,874.04	8,242	562
Pittsburg	61	51	5	17,075.72	1,780.86	7,962	560
Pontotoc	8	26	7	16,958.09	1,861.58	6,020	432
Pottawatomie	49	82	10	17,712.65	1,772.89	11,200	750
Pushmataha	10	16	3	15,955.69	1,761.48	2,485	171
Roger Mills	13	13	3	17,167.84	4,259.51	946	104
Rogers	59	66	13	17,188.45	1,839.59	10,027	698
Seminole	62	28	2	17,225.91	2,083.40	5,689	431
Sequoyah	23	13	13	16,526.02	1,831.97	7,334	502
Stephens	13	55	11	17,709.93	1,760.23	8,088	542
Texas	20	34	9	17,642.44	2,673.63	3,505	306
Tillman	7	20	1	16,199.19	1,962.65	2,455	202
Tulsa	459	414	11	20,245.88	1,821.11	88,315	5,489

County	Vacancies	Zero-Year Teacher	Out-of-State Greater than 1 year Exper.	Average Salary	Per Capita Revenue	ADM	FTE
Wagoner	25	32	5	17,010.33	1,620.94	5,201	358
Washington	26	66	22	18,115.60	1,683.13	8,900	605
Washita	31	28	3	16,081.75	1,914.48	2,456	190
Woods	28	19	2	18,772.38	3,361.83	1,744	183
Woodward	7	27	4	17,419.04	1,903.41	3,932	273
Totals:	3,475	3,665	*759	17,852.00	1,862.00	565,047	38,862

AVERAGE STATE TEACHER'S SALARY (including fringe benefits) – $17,852.00

AVERAGE PER CAPITA REVENUE – $1,862.00

***This figure includes out-of-state teachers with 0-year experience in Oklahoma but more than one year experience out-of-state. There were 902 out-of-state teachers who were teaching for the first time in Oklahoma, 1981-82. Of these, 759 had more than 1 year experience out-of-state; 143 had only 1 year out-of-state.**